ESL-6-8 LCD Level C- Unit 4

Content Area: **ESL**
Course(s):
Time Period: **MP1**
Length: **45**
Status: **Published**

Unit Focus

Standards are integrated within each lesson to enable multilingual learners to work toward proficiency in English while learning content—developing the skills and confidence in listening, speaking, reading, and writing. The Unit will focus on basic to advanced-level vocabulary and content development around environmental science and non-fiction text features, informative/explanatory writing, and grammatical concepts.

WIDA Standards

ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)

ELD Standard 2: Language for Language Arts (ELD-LA)

ELD Standard 3: Language for Mathematics (ELD-MA)

ELD Standard 4: Language for Science (ELD-SC)

ELD Standard 5: Language for Social Studies (ELD-SS)

Lesson Summary

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Content: Science- environmental science -identify species and physical factors of animals, plants, ecosystems, and biomes - use vocabulary in sentences	-Content: Science- engineering, physics, technology - use vocabulary in sentences -use L1 and L2 to recall facts -read information

-use L1 and L2 to recall facts -read information -research - organizing information in graphic organizers - analyze informational text -contribute in English to discussions -write informative/explanatory text -Use modal expressions in questions and answers -use persuasive speech -past progressive tense	-research -use nominalizations - present orally -subordinating conjunctions -prepositional phrases

Bi-Weekly Scope and Sequence

WEEKS	Standards	Content Area	Language Development	Reading	Writing	Listening/Speaking	Assessment
1-2 SKILLS		**Science:** Identify the plants, animals, and physical characteristics that make up different ecosystems and biomes.	-Use the simple future tense - Build academic vocabulary.	Organize details of the text into graphic organizers	Draw evidence from an informational text to support analysis and reflection.	Actively contribute to partner discussions by asking relevant questions.	Develop content-specific vocabulary completed brainstorming about biomes and ecosystems completed tableaux about biomes Write about what type of

							biome students would want to live in. created brochures about visiting land biomes Read with appropriate fluency
1-2 RESOURCES		TCM-Language Power 6-8C digital resources License Key Code: 32UC-NAD2-NCDZ Smartboard, document camera, paper, folders, pens.	bilingual glossaries Vocabulary Picture Cards	TCM-Language Power 6-8 C-readers	-Google Doc -notebook	- YouTube (Audio clips) - EdPuzzle -Flipgrid	Unit 3 Assessment TCM Student pages 1-4 Fluency Rubric - found in TCM *Assessment Directions* *WIDA Rubrics for speaking and writing*
3-4 SKILLS		**Science:** Identify the ways in which organisms interact and depend on one another in ecosystems. **Language Arts:** Author's purpose	-Use academic action verbs. - Build academic vocabulary.	Determine the author's purpose and explain how it is conveyed in the text.	Write narratives to develop imagined experiences using relevant descriptive details.	Justify their opinions using evidence from a video.	Develop content-specific vocabulary. Build background knowledge with scaffolded supports such as sentence frames.

							Identify author's purpose with scaffolded supports Write a narrative that includes sensory details and appropriate topi-related details Completed T-charts on the positive and negative effects other known animals would have on an ecosystem. Read with appropriate fluency
3-4 RESOURCES		TCM-Language Power 6-8C digital resources License Key Code: 32UC-NAD2-NCDZ -video about wolves: tcmpub.digital/lp/6-	bilingual glossaries Vocabulary Picture Cards	TCM-Language Power 6-8c-readers	Google Doc notebooks chart paper	-YouTube (Audio clips) -EdPuzzle Flipgrid	Unit 1 Assessment TCM Student pages 1-4 Fluency Rubric - found in TCM *Assessment Directions* WIDA Rubrics for speaking and writing

		8/wolves Smartboard, document camera, paper, folders, pens.					
5-6 SKILLS		**Science:** Identify species and physical factors that make up different ocean ecosystems.	-Practice using modal expressions in questions and answers. - Build academic vocabulary.				Develop content-specific vocabulary. Orally discuss engineering feats using modeled language Read about different famous engineering projects (i.e. Hoover Dam and the Transcontinental Railroad) Analyze what the engineering projects contribute to society Read about engineering failures and write how to avoid each one. Watch

							tcmpub.digital/lp/6-8/psa or similar videos on PSAs. Create PSA and present to class with outlined necessary parts to the presentation and PSAs. Prepositional Phrase practice Read with appropriate fluency
5-6 RESOURCES		TCM-Language Power 6-8C digital resources License Key Code: 32UC-NAD2-NCDZ Smartboard, document camera, paper, folders, pens.	bilingual glossaries Vocabulary Picture Cards	TCM-Language Power 6-8C-readers	Smartboard, document camera, paper, folders, pens.	- YouTube (Audio clips) - EdPuzzle -Flipgrid	Unit 1 Assessment TCM Student pages 1-4 Fluency Rubric - found in TCM *Assessment Directions* WIDA Rubrics for speaking and writing

Career Readiness, Life Literacies & Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.