01_Language of Social & Instructional Language

Content Area: **English Language Services**
Course(s):
Time Period: **Full Year**
Length: **6 to 8 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

Students identified as limited English proficient, will receive pull-out services in individual or small groups settings for a minimum of 120 minutes per week of instruction. *This course is designed for English Language Learners in grades 6-8.* Throughout the school year the students will investigate the following global themes: school culture, holidays, immigration, challenges, growing & changing, communicating for academia & social skills. This enables the students to focus & progress on their skills in listening, reading, speaking & writing as they progress through English language proficiency levels. Students will learn content and be assessed through various performance tasks using many different methodologies that are scaffolded to meet the ever-changing needs of English language learners. The goal of the ESL program is to help students develop language skills necessary to be successful students and members of society.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

<u>Students will understand that:</u>

- listening comprehension will enable them to restate, interpret, respond to and evaluate complex messages.

- by using a variety of questions and responses including literal, inferential, and evaluative forms to communicate through speaking, language skills will be enhanced.

- decoding and word recognition will help them recognize words through letter sound correspondence, structural analysis, and word study skills.

- by developing appropriate vocabulary and concepts according to subject area and content knowledge, reading will be enhanced.

- process writing will aid in different forms of written communication (pre-writing, drafting, revising, editing, and publishing).

- by developing an understanding and appreciation of how media/visual arts influence meaning and language acquisition, communication skills will be aided.

Essential Questions:

- How do we demonstrate awareness of personal bias when defending one's point of view?
- How do our similarities and differences unite us?
- How do we interact with others socially to build meaning and share knowledge by respecting each other's cultures?
- How do we display knowledge or narrate experiences or events?

Enduring Understandings:

- English language learners engage in oral communication in a variety of situations for a variety of purposes and audiences.
- English language learners engage in written communication in a variety of forms for a variety of purposes and audiences.
- English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency.
- English language learners process, understand, interpret, and evaluate spoken language in a variety of situations.

CONTENT AREA STANDARDS

Standard 1

Language for Social and Instructional Purposes-

English language learners communicate for social and instructional purposes within the school setting.

ELL.6.1	English language learners communicate for Social and Instructional purposes within the school setting
ELL.6.1.R	Reading
ELL.6.2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

ELL.6.2.W	Writing
ELL.7.1	English language learners communicate for Social and Instructional purposes within the school setting
ELL.7.3.R	Reading
ELL.7.4.W	Writing
ELL.8.1	English language learners communicate for Social and Instructional purposes within the school setting
ELL.8.1.W	Writing
ELL.8.2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
ELL.6-8.1	Social and Instructional Language
ELL.6-8.1.L	Listening
ELL.6-8.1.R	Reading
ELL.6-8.1.S	Speaking
ELL.6-8.1.W	Writing

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

21st. Century Life & Careers

Creativity & Innovation

Critical Thinking

Communication

Collaboration

Life & Career Skills

Information Literacy

Media Literacy

Chronological Thinking

Spatial Thinking

Presentational Skills

Problem Solving

Decision Making

LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
LA.SL.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
LA.SL.7.2	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.L.7.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.8.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.7.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
LA.L.8.4	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
LA.L.6.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
LA.L.7.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.8.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand: Language functions & language features

- to narrate
- to inform
- to explain
- to argue
- share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.
- the names of objects around him/her/their

- historical events

- health and feelings

- heritage

- the infinitives – want to, like to + verb

- spatial concept (of directions)

- common foods and associate them with meals of the day

- oral reading with expression, choral reading of poems

- the different holidays celebrated in the US and around the world

- regions of the word: polar, desert, rain forest, jungle, grasslands, ocean

- to write original sentences

- descriptive, comparative, demonstrative and possessive adjectives

- questions with do and does

- fact versus opinion

Procedural Knowledge

Students will be able to:

- Listening: aurally comprehend spoken English in both a social and academic setting.

- Speaking: speak English in both social and school setting.

- Reading: read (decode and comprehend) text for recreational and academic purposes.

- Writing: write for personal and academic purposes.

- generate and convey initial thinking
- follow and describe cycles and sequences of steps or procedures and their causes and effects
- compare changing variables, factors, and circumstances
- offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- act on feedback to revise understandings of how or why something is or works in particular ways
- identify pictures of people in various occupations
- recall and retell the major facts of a story with a beginning, middle and ending using familiar topics
- provide elaborate answers to questions
- demonstrate basic words and simple sentences
- engage in producing coherent sentences
- write original sentences
- state personal information such as street address and telephone number
- follow directions given in English
- express feelings and emotions using conversational English
- locate multiple resources to use to acquire knowledge of interests, preferences, and opinions
- communicate and paraphrase in English for social and instructional purposes within the school setting
- use isolated words, common phrases, and basic pronunciation features
- explain and maintain a simple conversation and/or execute day-to-day functions
- communicate through reading, writing, listening, and speaking of information, ideas and concepts necessary for academic success in the content area of Language Arts

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

- class participation/discussions
- daily communication activities
- worksheets

- homework
- retell
- list
- sorting
- following directions
- answer comprehension questions
- fluency
- practice and successfully completing activities and exercises with little assistance
- quizzes/tests
- listening comprehension tasks
- strategic questioning
- individual/group response
- on-line mini-assessments
- exit tickets

Summative Assessments

- completing projects or assignments
- role playing
- presentations
- completing assignments
- final interpersonal or speaking presentations
- tests/quizzes
- research papers
- culminating communicative activity
- portfolio

RESOURCES (Instructional, Supplemental, Intervention Materials)

http://www.scholastic.com/teachers/student-activities

http://www.merriam-webster.com/game/index.htm

http://www.myspellit.com/

http://www.funbrain.com/brain/ReadingBrain/ReadingBrain.html

http://www.scholastic.com/kids/homework/flashcards.htm

http://www.surfnetkids.com/

http://www.timeforkids.com/

http://www.nytimes.com/

http://www.colorincolorado.org/pdfs/tips/parent_tips_english.pdf

http://www.colorincolorado.org/article/26541/

www.superteacherworksheets.com

https://www.abcteach.com/

https://ell.brainpop.com/

https://www.elcivics.com/

https://www.funenglishgames.com/

https://www.elllo.org/

- ESL Teacher's Holiday Activity Book by Elizabeth Claire
- All About the USA Longman
- Oxford Picture Dictionary for the Content Area
- Keys To Learning Pearson Longman
- Side by Side Pearson Longman
- iPad
- Youtube videos
- realia
- relatable pictures
- worksheets
- homework
- presentations
- activities

INTERDISCIPLINARY CONNECTIONS
- WIDA Standard 1: Language for Social and Instructional Purposes English language learners communicate for social and instructional purposes within the school setting.
- WIDA Standard 2: Language for Language Arts English language learners

communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Career Ready Practices

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership, and effective management.

CRP11. Use technology to enhance productivity.

Technology Operations & Concepts/ Interdisciplinary Connections:

- Implementation of conventions of Standard English
- Language acquisitions
- Speech/debate
- Google
- Educational tech applications

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- modify activities & assessments
- scaffolding
- graphic organizers
- modify assessment type, length, an/or format
- modify lesson pacing and/or structure
- word banks
- provide regular and/or picture dictionaries
- couple new vocabulary with visual references
- provide extended time

- teacher modeling
- providing examples
- simplify written and verbal instructions
- provide additional instruction including reviews, & drills.
- alternate responses such as, drawing a series of pictures with captions, oral responses, etc.
- frequent breaks
- rephrase questions, directions & explanations
- shorten reading assignments
- adapt homework to reflect language proficiency and home support
- use story retellings to assess comprehension