

02_Language for Language Arts

Content Area: **English Language Services**
Course(s):
Time Period: **Full Year**
Length: **4 to 6 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

Students will understand:

- 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 experience and personality influence your interpretation of the text?
- What are the underlying messages in the text?
- How do we draw meaning and understanding from a given text?
- Why is it important to read from a variety of genres?

Enduring Understandings:

- English language learners engage in oral communication in a variety of situations in the content area of language arts
- English language learners engage in written communication in a variety of forms in the content area of language arts
- English language learners process, interpret, and evaluate written language, symbols, and text with understanding and fluency in the content area of language arts
- English language learners process, understand, interpret, and evaluate spoken language in a variety of situations in the content area of language arts
- School policies, procedures, and interpersonal communication are important skills necessary to assimilate in a new academic setting.
- There are different resource(including technology, and print) and different domains that are used in a learning environment to aid in the acquisition of content.
- The stories told by immigrants helps to build connections between and among individuals, cultures, and societies and create opportunities for learning.
- One's personal experiences influences his or her perspectives, beliefs, and actions.

CONTENT AREA STANDARDS

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.

ELL.6.1.R.3	Locate main ideas about behavioral expectations from illustrated handbooks and texts in small groups
ELL.6.2.W.2	Identify language to be edited in peers' writing using models and rubrics
ELL.6.CS.S.3	Explain events and traditions of the local community and their significance using notes from interviews and realia

ELL.7.1.L.3	Compare points of view from oral discussion using graphic organizers and word banks
ELL.7.2.S.3	Explain themes related to the main idea using graphic organizers (e.g., story map, plot line) to a partner
ELL.7.CS.L.3	Categorize artistic qualities and characteristics used to communicate ideas and experiences using graphic organizers
ELL.8.1.W.3	Compose dialogues for scripts about emotions and decisions influenced by peer pressure using illustrations and following models
ELL.8.2.L.3	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner
ELL.8.CS.W.3	Explain personal health goals using sentence starters (e.g., "I chose ____ because ____.")
ELL.6-8.1.L.4.1	Role play school situations involving character development based on oral descriptions in small groups (e.g., succumbing to peer pressure)
ELL.6-8.1.L.5.1	Interpret oral scenarios or readings on character development through role play or dramatization
ELL.6-8.1.R.5.1	Confirm or rearrange information after re/reading of topics of choice gathered from multiple sources
ELL.6-8.1.S.5.1	Express or respond to humor or sarcasm in conversation

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

21st Century Life & Careers

- Plan and deliver a media production (e.g., video, and mobile).
- Critical Thinking
- Communication
- Collaboration
- Life & Career Skills
- Information Literacy
- Media Literacy
- Chronological Thinking
- Spatial Thinking
- Presentational Skills
- Problem Solving
- Decision Making

LA.RL.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RL.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

LA.RL.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
LA.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.8.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
LA.W.7.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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.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.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.L.7.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.8.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.

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
- Expand noun groups to state who or what the narrative is about
- Statements and questions to foreshadow or state complication (As she walked home, she felt watched.)
- Verbs to describe character behaviors (turned instinctively), thoughts (concerned), feelings (pleased), speech (asked weakly)
- Expanded verb groups to show relationship between characters
- Evaluative word choices to describe author's attitudes (with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Reporting devices (saying verbs) to integrate sourced information into report (said, reported, claims), direct and indirect quotes
- Visuals (graphs, data, diagrams) to support key details
- Connectors to introduce alternative points of view (although, on the other hand, unlike, contrary to common belief)
- Connectors to link claim(s) with evidence and reasoning (because, as a result, when, if, although, but)
- Connectors to sequence points in the argument and maintain logical progression (one way, another point, as mentioned previously, in addition)

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.
- read and comprehend different types of genres including ballads, editorials, mythology, and technical texts.
- explain author's purpose in different scenarios.
- use test-taking and comprehension strategies.

- write dialogue correctly with punctuation.
- articulate academic language within the content of Language Arts/Literacy.
- construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
- participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
- make accurate use of standard English to communicate in grade appropriate speech and writing.
- compare examples of the formal and informal use of English.
- compose written texts.

EVIDENCE OF LEARNING

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

Formative Assessments

- class participation/discussions
- teacher observations/monitors how students' are learning
- daily communication activities
- worksheets
- homework
- retell
- list
- sorting
- rubrics
- following directions
- answer comprehension questions
- charts & graphic organizers
- fluency
- practice and successfully completing activities and exercises with little assistance
- modified quizzes/tests
- listening comprehension tasks
- strategic questioning
- individual/group response
- journal writing
- 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
- cumulative work over an extended period such as a final project or creative portfolio.
- end-of-unit

RESOURCES (Instructional, Supplemental, Intervention Materials)

<https://scholasticnews.scholastic.com/>

<https://www.brainpop.com/>

<https://www.youtube.com/>

<https://www.commonlit.org/>

<https://www.readworks.org/>

<https://www.getepic.com/sign-in>

<https://storyweaver.org.in/reading-programme>

Grade specific novels

Read aloud

Poetry

Activities

iPads

Computers

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.

CRP6. Demonstrate creativity and innovation.

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

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:

- Dramatization
- Electronic media
- Implementation of conventions of Standard English
- Language acquisitions
- Google
- Media literacy
- Educational tech applications
- Web-based activities for reading comprehension

- English Language Arts-Reality Central-Pearson
- Character Education-cultural appreciation

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
- high level questions
- 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
- guided reading
- rephrase questions, directions & explanations
- shorten reading assignments
- adapt homework to reflect language proficiency and home support
- use story retellings to assess comprehension