

02_Language of Language Arts

Content Area: **English Language Services**
Course(s):
Time Period: **Full Year**
Length: **8 - 10 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 9-12**.* 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

Narrate - Interpret and construct narratives with complex plots, themes, and developments

Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light

Develop characters in their own stories and connect themes to issues in past and present

Inform - Manage information about entities according to their composition, taxonomies, and classifications

Identify and describe various relationships among ideas and information

Use available new information to construct and revise research reports that incorporate multiple sources of information

Explain - Analyze and evaluate data in explanations

Identify multilayered causal or consequential relationships in social or scientific phenomena

Apply reasoning or theory to link evidence to the claims in explanations

Construct and revise explanations based on evidence from multiple sources

Argue -Construct claims that offer objective stance using less polarized language so that claims appear more “balanced”

Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly

Adjust arguments based on new data from experiments

Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas

Essential Questions:

- How do we engage and adjust for audience?
- How do we develop and describe characters and their relationships over a progression of experiences or events?
- How do we develop story, advancing the plot and themes with complications and resolutions, time and event sequences?
- How do we introduce and define topic and/or entity for audience?
- How do we establish an objective or neutral stance?
- How do we add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships?
- How do we develop coherence and cohesion throughout text?
- How do we introduce and develop precise claims and address counterclaims?
- How do we support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence?
- How do we establish and maintain a formal style and objective tone?

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

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.9-12.1.R	Reading
ELL.9-12.1.R.1.1	Preview visually supported text to glean basic facts (e.g., titles or bold print)
ELL.9-12.1.R.2.1	Highlight main ideas or important information from visually supported text (e.g., newspaper columns in L1 and L2)
ELL.9-12.1.R.3.1	Scan material from visually supported text to identify details that confirm main ideas
ELL.9-12.1.R.4.1	Skim material from visually supported text for meaning of words, phrases or sentences in context
ELL.9-12.1.R.5.1	Draw conclusions based on information from text
ELL.9-12.1.W	Writing
ELL.9-12.1.W.1.1	Copy information from media (e.g., newspapers, websites) and check with a partner
ELL.9-12.1.W.2.1	List points of information from media (e.g., TV, films, video or DVDs) and share with a partner
ELL.9-12.1.W.3.1	Form general ideas based on information from familiar speakers, media or print in a series of related sentences and share with a partner
ELL.9-12.1.W.4.1	Summarize information from various sources (e.g., radio, TV or newspapers) in paragraph form and share with a partner
ELL.9-12.1.W.5.1	Integrate information from multiple sources to produce short stories
ELL.9-12.2	The Language of Language Arts
ELL.9-12.2.L.1.2	Recognize different intonation patterns of speech working with a partner (e.g., statements, questions)
ELL.9-12.2.L.2.2	Identify intonation patterns of satirical remarks working with a partner (e.g., tag questions, "You didn't do your homework, did you?")
ELL.9-12.2.L.3.2	Compare intonation patterns of satirical/non-satirical speech working with a partner
ELL.9-12.2.R.1.2	Identify facts (as non-biased information) from visually supported phrases or sentences and share with a partner
ELL.9-12.2.R.3.2	Identify evidence of bias in various texts using models or criteria and share with a partner
ELL.9-12.2.S.1.1	Give examples of literature from native cultures using visuals or graphic organizers (e.g., books, poems, short stories) in literature circles using L1 or L2
ELL.9-12.2.S.2.1	Summarize examples of story lines from native cultures using visuals or graphic organizers (e.g., outlines) in literature circles using L1 or L2
ELL.9-12.2.S.3.1	Compare/contrast features of similar story lines (e.g., characters, events) from different cultures using visuals or graphic organizers in literature circles
ELL.9-12.2.S.4.1	Compare authors' points of view of similar story lines from different cultures using visuals or graphic organizers in literature circles

ELL.9-12.2.S.5.1	Discuss how different views in multicultural literature represent global perspectives
ELL.9-12.2.W.1.2	Take notes on key symbols, words or phrases from visuals pertaining to discussions
ELL.9-12.2.W.2.3	Check use of newly acquired language (e.g., through spell or grammar check or dictionaries) and share with a partner
ELL.9-12.2.W.3.2	Produce sentence outlines from discussions, lectures or readings
ELL.9-12.2.W.3.3	Reflect on use of newly acquired language or language patterns (e.g., through self-assessment checklists) and share with a partner
ELL.9-12.2.W.4.2	Summarize notes from lectures or readings in paragraph form
ELL.9-12.2.W.5.2	Produce essays based on notes from lectures or readings
ELL.9-12.2.W.5.3	Expand, elaborate and correct written language as directed

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.W.9-10	Writing
LA.W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared

writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
LA.W.11-12	Writing
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
LA.RI.9-10	Reading Informational Text
LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
LA.RI.11-12	Reading Informational Text
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RL.9-10	Reading Literature
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
LA.RL.11-12	Reading Literature
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

STUDENT LEARNING TARGETS

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

Declarative Knowledge

Students will understand that:

- identifying and/or summarizing central ideas.
- analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships.
- evaluating cumulative impact and refinement of author's key word choices over the course of text.
- identifying and summarizing central ideas of primary or secondary sources.
- analyzing use of rhetoric and details to advance point of view or purpose.
- evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims.
- identifying concept or entity.
- analyzing data and owning problem-solving approaches.
- evaluating rationales, models, and/or interpretations based on evidence and mathematical principles.
- comparing conjectures with previously established results and stated assumptions.
- distinguishing correct from flawed logic.
- evaluating relationships among evidence and mathematical principles to create generalizations.

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.
- highlight main ideas, identify themes or central ideas that develop over the course of a text.
- skim materials from visually supported text to identify and summarize central ideas of primary or secondary sources.
- identify facts with a partner.
- form general ideas and share with teacher/partner.
- integrate information from multiple resources to create stories.
- analyze how author choices about character attributes and actions relate to story elements (setting, event sequences, and context).
- evaluate the impact of specific word choices on meaning, tone, and explicit vs. implicit

points of view.

- analyze descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships.
- evaluate cumulative impact and refinement of author's key word choices over the course of text.
- analyze use of rhetoric and details to advance point of view or purpose.
- evaluate and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims.

EVIDENCE OF LEARNING

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

Formative Assessments

- quizzes/tests
- analyzing variety of student work
- strategic questioning
- listening comprehension tasks
- exit tickets
- class participation/ discussions
- daily communication activities via the 3 modes of communication
- online mini-assessments
- partner activities
- individual/group response
- worksheets
- homework
- retell
- list
- sorting
- following directions
- answer comprehension questions
- fluency
- practice and successfully completing activities and exercises with little assistance
- exit tickets

Summative Assessments

- final interpersonal or speaking presentations
- completing projects or assignments
- end-of unit projects or assignments
- portfolio (multiple formats)
- completion of “Can-Do” statements for interpersonal speaking, presentational speaking, presentational writing, interpretive listening, and interpretive reading
- role playing
- tests/quizzes
- research papers
- culminating communicative activity
- student assessment through authentic interpretive, interpersonal and presentational activities

RESOURCES (Instructional, Supplemental, Intervention Materials)

<https://www.bbc.co.uk/learningenglish/>

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

<https://www.englishclub.com/esl-games/>

<https://www.english-online.at/index.htm>

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

<https://www.languageguide.org/english/>

<https://bogglesworldesl.com/>

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

<https://www.esl-lab.com/>

<https://www.sparknotes.com/lit/>

<https://webapps.towson.edu/ows/index.asp>

<https://vlc.ucdsb.ca/c.php?g=101206>

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

worksheets

Oxford Picture Dictionary for the Content Area

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:

CRP2. Apply appropriate academic and technical skills. Career readiness.

CRP4. Communicate clearly and effectively and with reason. Life readiness & key skills.

CRP11. Use technology to enhance productivity.

Technology Operations & Concepts/ Interdisciplinary Connections:

Speech/debate

Narrative Writing

Information Writing

Implementation of conventions of Standard English

Language Acquisition

Audio/visual media analysis

Researching based writing

Google

Media Literacy

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- teacher modeling
- simplify written and verbal instructions
- use teaching strategies and learning resources that that make content comprehensible
- cultural responsiveness

- total Physical Response (TPR) - direct action to internalize new language learning concepts
- provide leveled or guided reading
- provide regular and/or picture dictionaries
- couple new vocabulary with visual references
- simplify written and verbal instructions
- modify activities & assessments
- scaffolding
- graphic organizers
- modify lesson pacing and/or structure
- word banks
- provide extended time
- providing examples
- 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