## BRIDGETON PUBLIC SCHOOLS Sheltered ESL Curriculum

Sixth-Eighth Grade

**SUMMER 2014** 

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# ESL I.

Newcomer

# Unit 1

#### **Bilingual Sheltered ESL Curriculum**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Grade level Cluster :	Newcomer		Unit #1
Content Area: English as a Second	d Language		
Unit Title: Social Studies Unit: "G You"	ilad to Meet	<b>Program Design:</b> Class period proficiency level – 20 minutes	
Target Proficiency Level: Level 1 http://www.wida.us/standards/perfe		el 5 Bridging	

#### **Unit Summary**

In this unit, Language Arts: "Glad to Meet You", students will learn what people say when they are introduces to someone for the first time. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about personal information, build background knowledge, use graphic organizers, generate ideas, listen actively, express social courtesies, use pronouns, use present tense verbs, give information, use basic vocabulary, recognize genre, interpret and analyze visuals, identify sequence, give information, recognize and spell high frequency words, use text features and write in response to literature. Students will make a Home-School Connection by sharing with their families what they do during lunch at school.

Interdisciplinary Connections: Language Arts, Social Studies

21st Century Themes: Global Awareness, Critical Thinking and Problem Solving, Collaboration

	Learning Targets
WIDA	English Language Development Standards
ELD Standard 1	English language learners communicate for Social and Instructional
	purposes within the school setting.
ELD Standard 2	English language learners communicate information, ideas, and concepts
	necessary for academic success in the content area of Language Arts.
ELD Standard 5	English language learners communicate information, ideas, and concepts
	necessary for academic success in the content area of Social Studies.
Language	Each standard encompasses four language domains that define how ELLs process
Domains	and use language: listening, speaking, reading, writing
CCSS	Common Core State Standards
RL.7.2	Determine a theme or central idea of a text and analyze its development
	over the course of the text; provide an objective summary of the text.
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.
RL.7.10	By the end of the year, read and comprehend literature, including stories,
	dramas, and poems, in the grades 6–8 text complexity band proficiently,
	with scaffolding as needed at the high end of the range.
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text
	says explicitly as well as inferences drawn from the text.
RI.7.2	Determine two or more central ideas in a text and analyze their development
	over the course of the text; provide an objective summary of the text.

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RI.7.10	By the end of the year, read and comprehend literary nonfiction in the
14.,,,,	grades 6–8 text complexity band proficiently, with scaffolding as needed at
	the high end of the range.
W.7.4	Produce clear and coherent writing in which the development, organization,
	and style are appropriate to task, purpose, and audience. (Grade-specific
	expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and
	strengthen writing as needed by planning, revising, editing, rewriting, or
	trying a new approach, focusing on how well purpose and audience have
	been addressed.
W.7.6	Use technology, including the Internet, to produce and publish writing and
	link to and cite sources as well as to interact and collaborate with others,
	including linking to and citing sources.
W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast
	a fictional portrayal of a time, place, or character and a historical account of
	the same period as a means of understanding how authors of fiction use or
	alter history").
W.7.10	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 discipline-specific tasks, purposes, and audiences.
SL.7.1a	Come to discussions prepared, having read or researched material under
	study; explicitly draw on that preparation by referring to evidence on the
	topic, text, or issue to probe and reflect on ideas under discussion
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals
	and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and
	comments with relevant observations and ideas that bring the discussion
~~ = 4.1	back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted,
GY = 0	modify their own views.
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
CIT 71 A	clarify a topic, text, or issue under study.
SL.7.4	Present claims and findings, emphasizing salient points in a focused,
	coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of
SL.7.0	formal English when indicated or appropriate.
L.7.1b	Choose among simple, compound, complex, and compound-complex
1.7,7,10	sentences to signal differing relationships among ideas.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating,
1. i . 2 a	enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing
32. I . J U	and eliminating wordiness and redundancy.*
	und eminiating wordiness and redundancy.

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L.7.5b	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when
	considering a word or phrase important to comprehension or expression.

#### **Related Cultural Content Statements**

The impact young people can make at home, at school, in the community or in the environment.

#### **Unit Essential Question**

What language do students need in order to demonstrate comprehension and engage in social courtesies?

#### **Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the changes and impact that young people can make require specific academic language.
- Knowledge of varied techniques and strategies aid to develop an email.

#### Evidence of Learning

#### **Summative Assessment:**

Students will use background knowledge to create an email. They will follow the writing process to publish a final product. They will also deliver an oral presentation and post their final projects.

Equipment needed: Computers, Brightlinks/Smart Board, internet resources

Teacher Resources: Brightlinks/Smart Board, Inside book series.

Unit Learning Targets: Through learning activities and experiences related to the impact of making a difference, students will

- Understand, interpret, and apply written and spoken language;
- Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
- Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
- Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

#### About the Development of Social Studies Unit: "Glad to Meet You"

The development of this unit was inspired by the core curriculum standards in Social Studies and Technology addressing the differences people make when trying to make the world a better place.

This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

Lesson	IN THE RESERVE AND A STATE OF THE PARTY.	Timeframe	

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Lessons 1-5	5-7 days	
"Good News" : Realistic Fiction	-	
Lessons 6-10	5-7 days	
"New at School": Realistic Fiction	-	
Lessons 11-13	5-6 days	
"Many People to Meet": Photo Essay	-	
Lessons 14-15	5 days	
Writing Project: Email		

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

Title: Social Studies Unit: "Glad to Meet You" Lesson Plan #1
Content Area: ESL

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Le	esson Title: "Good Nev	vs"	Timeframe	: 5-	7 days		
V .	is a large of the		Lesson Compo	men	ts		-65 500
		. "	21st Century T	hem	es		
х	Global Awareness	Bu	nancial, Economic, siness, and trepreneurial Literacy	x	Civic Literacy		Health Literacy
	<u> </u>	, . <b></b>	21st Century	Skill	<u>s</u>		
х	Creativity and Innovation		itical Thinking and oblem Solving	X	Communication	X	Collaboration
In	terdisciplinary Conne	ctions:	Language Arts, Soci	al S	tudies		
In	tegration of Technolog	gy: Insi	deNG.com, Smartbo	ard			
	Goals/Objectives	Lea	rning Activities/Ins	true	tional Strategies	A:	ssessment Tasks
Liss Ch La Spol Inf Ta 1, 1 Re kno a p Wr	adents will:  stening: Listen to a lant Hello Good-Bye- nguage CD 1, track 1.  eaking: Giving formation-Who's lking, Language CD track 2.  ading: Activate prior owledge, preview, set ourpose riting: Identify and ite 3 sentences about, here are your friends w?	inform Key I verbs. Warr walk- Lesso 1. 2. 3. 4. 5. 6.	Students: listen and	s: us ook, c CD g aloo d fol con orma voca over ong	ing present tense play the audio 0 1, track 1-2  ng low along. cept of present tion and writing abulary. Play CD rall idea of the and track as audio non pronouns and		Formative Sequence Chart  Vocabulary Word Web  Practice Book pgs. 1-6
			re: Orally present tines, describing each ev		ne in small		

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	Expansion/Extension/Homework:	
	Practice Workbook pages 1-6.	
Differentiation		

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T2-T8)

ELP 1 and 2 – determined by English language proficiency of student

ELP 3 and 4 – determined by English language proficiency of student

Suggested Resources: Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers

Equipment needed: Computers, SmartBoard

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Title: Social Studies U	nit: "G	lad to Meet You" Content Area	ES		Les	sson Plan #1
Lesson Title: "New at Sc	hool"	Timeframe			**	T1178 7 1 15 1
	v II Ji	Lesson Compo	неп	ts		
		21st Century T	hem	es		
x Global Awareness	Bus	ancial, Economic, siness, and trepreneurial Literacy	х	Civic Literacy		Health Literacy
	,	21st Century	Skill	<u>s</u>	-	
x Creativity and Innovation	l l	itical Thinking and oblem Solving	X	Communication	х	Collaboration
Interdisciplinary Conne	ctions:	Language Arts, Soci	al S	tudies	***************************************	
Integration of Technolog	gy: Insid	deNG.com, SmartBo	ard			
			_			
Goals/Objectives	Lea	rning Activities/Ins	true	tional Strategies	As	ssessment Tasks
Listening: Develop phonemic awareness. Students listen to the teacher making blend phonemes.  Speaking: Students make blend phonemes with the teacher.  Reading: Teacher will select 1 of the 4 active reading strategies.  Writing: Students will write sentences correctly	Key I spellin recogn Warm a purp Lesso 1. 2. 3. 4. 5.	Teacher: Introduce Sound/Spellings (T Students: Practice Teacher: Transpare track 3; review pho blend phonemes, u with r-controlled v	s: as deco word notos Hig actic shor 14a Bool ency, onem sse til owel	th Frequency  e (T12-13)  rt vowel  f)  c pgs. 7-12  Language CD 1,  ic awareness,  les to build words  s activity (T15)  and repeat sounds,	The state of the s	Classify Details Practice Book p. 30

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Closure: With a partner, write sentences (T18)	
Expansion/Extension/Homework:	
Practice Workbook pages 1-14.	

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T18)

ELP 1 and 2 – Students will use sound spelling cards to learn new words.

ELP 3 and 4 - Students will use HFW Daily Practice to learn new words.

**Suggested Resources:** Transparencies, InsideNG.com, HFW Daily Practice, CD's, Practice Book, Theme Book, Leveled Readers, graphic organizer

Equipment needed: Computers, "Inside" book series

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Title: Social Studies U	nit: "Glad to Meet You"		esson Plan #1
	Content Area: ESL		
Lesson Title: "Many Peo		A STATE OF THE RESERVE	SILL STREET OF TWO
	Lesson Components		
	21st Century Themes	<u>S</u>	A STATE OF THE STA
x Global Awareness	Financial, Economic, x Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
	21st Century Skills	1927 1937	
x Creativity and Innovation	x Critical Thinking and x Croblem Solving	Communication	x Collaboration
Interdisciplinary Conne	ctions: Language Arts, Social Stu-	dies	
Integration of Technolog	gy: InsideNG.com, SmartBoard		
Goals/Objectives	Learning Activities/Instruction	onal Strategies	Assessment Tasks
Students will:  Listening: Identify sequence listening and reading along  Speaking: discuss pictures during preview.  Reading: Chorally read the text  Writing: Academic  Language Frame,  Transparency 3 (T30)	Key Vocabulary: first, home, m Key Language structures: exchand good-byes Warm-up: Engage Activity (T2  Lesson Sequence:  1. Teacher: introduce vocable explain tables and graphs 2. Students: point to and location and location are activate prior know vocabulary 4. Students: Vocabulary Roman Practice Book p. 15-16 5. Teacher: focus on genre, comprehension, introduce 6. Students: listen and read People to Meet", Fluency Selection Readings, CD, 7. Teacher/Students: set pur read 8. Students: Create sequence  Closure: Write about the people	bulary and scate data. nowledge, teach outines (T21) and focus and te the selection along "Many y Models and track 10 rpose and active the of events	Formative Sequence Chart (T30)  Practice Book pgs. 15-16

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Out-Of-School-Literacy (T20)

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T24)

ELP 1 and 2 – determined by English language proficiency of student

ELP 3 and 4 – determined by English language proficiency of student

**Suggested Resources:** Transparencies, InsideNG.com, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

Equipment needed: Computers, "Inside" book series

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Title: Social Studies U						
	nit: "(	Glad to Meet You"	1076-0		Lex	son Plan #1
		Content Area				
Lesson Title: Email Write	ing	Timeframe	THE REAL PROPERTY.			- Our control of the
		Lesson Compo			111	RELIE DE DUIT
		21st Century T	hem	es		
x Global Awareness	В	inancial, Economic, susiness, and intrepreneurial Literacy		Civic Literacy	]	Health Literacy
		21st Century S	Skill	<u>s</u>		
x Creativity and Innovation		ritical Thinking and roblem Solving	х	Communication	x	Collaboration
Interdisciplinary Conne	ctions	: Language Arts, Soci	al St	udies		di .
Integration of Technolo	gy: Ins	sideNG.com, SmartBo	ard			
Goals/Objectives	Le	arning Activities/Ins	ruc	tional Strategies	Λ	ssessment Tasks
						THE TANK A
Students will:  Listening: to teacher as students are guided through the process of writing  Speaking: tell about your life, describe features of an email Reading: Read aloud the	edit, Key verb spell Wai	Vocabulary: email, proofread, publish, sky Language structures, pronouns, sentence ling, mechanics rm-up: review persons son Sequence:  1. Teacher: Tap into publish, sky proof the warm up exercise.	are, s: us struc	reflect ing present tense cture, grammar, rrative model		Formative Email (score using Writing Rubric from Assessment Handbook)

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Practice Workbook pages 17-18.

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on page T32)

ELP 1 and 2 – Students will use practice book pages as a guided process.

ELP 3 and 4 – Students will use practice book pages more independently. (T31)

Suggested Resources: InsideNG.com, Practice Book, Graphic Organizer, rubric

Equipment needed: Computers, "Inside" book series

# Unit 2

#### Bilingual Sheltered ESL Curriculum

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Grade level Cluster :	Newcomer		Unit #2
Content Area: English as a Sec	ond Language		
Unit Title: Social Studies Unit:	"Set a Table"	<b>Program Design:</b> Class per proficiency level – 20 minu	
Target Proficiency Level: Level http://www.wida.us/standards/pe		el 5 Bridging	

#### **Unit Summary**

In this unit, Language Arts: "Set a Table", students will learn set the table means to get ready for a meal. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about colors, shapes, and sizes, learn about food, interpret visuals, build background knowledge, use graphic organizers, generate ideas, make judgments, describe, listen actively, express likes, use basic vocabulary, use present tense action verbs, recognize genre, activate prior knowledge, interpret and analyze visuals, identify steps in a process, recognize and spell high frequency words, use key vocabulary, use text features, classify and write in response to literature. Students will make a Home-School Connection by working with a family member to create a funny food.

Interdisciplinary Connections: Language Arts, Social Studies

21st Century Themes: Global Awareness, Critical Thinking and Problem Solving, Collaboration

	Learning Targets			
WIDA	English Language Development Standards			
ELD Standard 1	English language learners communicate for Social and Instructional			
	purposes within the school setting.			
ELD Standard 2	English language learners communicate information, ideas, and concepts			
	necessary for academic success in the content area of Language Arts.			
ELD Standard 5	English language learners communicate information, ideas, and concepts			
	necessary for academic success in the content area of Social Studies.			
Language	Each standard encompasses four language domains that define how ELLs process			
Domains	and use language: listening, speaking, reading, writing			
CCSS	Common Core State Standards			
RL.7.10	By the end of the year, read and comprehend literature, including stories,			
	dramas, and poems, in the grades 6–8 text complexity band proficiently,			
	with scaffolding as needed at the high end of the range.			
RI.7.1	Cite several pieces of textual evidence to support analysis of what the text			
	says explicitly as well as inferences drawn from the text.			
RI.7.2	Determine two or more central ideas in a text and analyze their development			
	over the course of the text; provide an objective summary of the text.			
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.			
RI.7.5	Analyze the structure an author uses to organize a text, including how the			
	major sections contribute to the whole and to the development of the ideas.			
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the			

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	SKILLS
	grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
W.7.4	
W.7.4	Produce clear and coherent writing in which the development, organization,
	and style are appropriate to task, purpose, and audience. (Grade-specific
Was	expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and
	strengthen writing as needed by planning, revising, editing, rewriting, or
	trying a new approach, focusing on how well purpose and audience have
W 7 A	been addressed.
W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast
	a fictional portrayal of a time, place, or character and a historical account of
	the same period as a means of understanding how authors of fiction use or
TT7 5 10	alter history").
W.7.10	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 discipline-specific tasks, purposes, and audiences.
SL.7.1a	Come to discussions prepared, having read or researched material under
	study; explicitly draw on that preparation by referring to evidence on the
	topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals
	and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and
	comments with relevant observations and ideas that bring the discussion
	back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted,
	modify their own views.
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.
SL.7.4	Present claims and findings, emphasizing salient points in a focused,
	coherent manner with pertinent descriptions, facts, details, and examples;
	use appropriate eye contact, adequate volume, and clear pronunciation.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of
	formal English when indicated or appropriate.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating,
	enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing
	and eliminating wordiness and redundancy.
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym,
	analogy) to better understand each of the words.
L.7.6	Acquire and use accurately grade-appropriate general academic and
	domain-specific words and phrases; gather vocabulary knowledge when
	considering a word or phrase important to comprehension or expression.
Related Cultur	ral Content Statements
Miaitu Cuitu	iai Concent Statements

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Journey of a thousand miles begins with a single step. L	

#### **Unit Essential Question**

What language do students need in order to demonstrate comprehension in getting ready for a meal?

#### **Unit Enduring Understandings**

- Listening, speaking, reading, and writing about the changes and impact that young people can make require specific academic language.
- Knowledge of varied techniques and strategies aid to develop a how-tocard.

#### Evidence of Learning

#### **Summative Assessment:**

Students will use background knowledge to create a how-to-card. They will follow the writing process to publish a final product. They will also deliver an oral presentation and post their final projects.

Equipment needed: Computers, Brightlinks/Smart Board, internet resources

Teacher Resources: Brightlinks/Smart Board, Inside book series.

**Unit Learning Targets:** Through learning activities and experiences related to the impact of making a difference, students will

- Understand, interpret, and apply written and spoken language;
- Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
- Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
- Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

#### About the Development of Social Studies Unit: "Set a Table"

The development of this unit was inspired by the core curriculum standards in Social Studies and Technology addressing the differences people make when trying to make the world a better place.

This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

Lesson	Timeframe
Lessons 1-5	5-7 days
"I Make Pictures Move": Career Sketch	· · · · · · · · · · · · · · · · · · ·
Lessons 6-10	
"Something Good for Lunch": Realistic	5-7 days
Fiction	

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Lessons 11-13	5-6 days
"U.S. Tour of Food": Essay	
Lessons 14-15	5 days
Writing Project: How-to-Card	

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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Tit	tle: Social Studies U	nit:	"Set a Table"  Content Area:	E S		SSOT	ı Plan#I
T o	sson Title: "I Make Pi	otav					
Le	sson Title: T Make Pi	ciui		100	THE PARTY OF THE PARTY.	200	D. O. HOLLINGS
			Lesson Compo 21 <sup>st</sup> Century Tl	_		TE S	
	C1 1 1 4		***************************************	4:1-1		T	Health Literacy
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	Х	Civic Literacy		Health Elleracy
			21st Century S	kill	<u>S</u>	l	,
X	Creativity and Innovation	х	Critical Thinking and Problem Solving	X	Communication	х	Collaboration
Int	terdisciplinary Conne	ctio	ns: Language Arts, Soci	al Si	tudies	·	
Int	tegration of Technolo	gy:	InsideNG.com, Smartboa	ard			
						_	H-10-50 H
	Goals/Objectives		Learning Activities/Inst	ruc	tional Strategies	A	ssessment Tasks
Stı	ıdents will:	K	ey Vocabulary: colors, s	shap	es, sizes, food		Formative
	stening: Listen to a		ey Language structures		-		Sequence
l .	ant Tasty Salad-	1	describe, listen actively and describe				Chart
	nguage CD 1, track 5.		/arm-up: preview the bo				T7 1 1
_	eaking: Giving formation-Who's	W	walk-through Theme Book CD 1, track 4				Vocabulary Word Web
	lking, Language CD	,	and an Campana				word web
	track 6.	اللا	esson Sequence:	1-			Practice Book
-	ading: Activate prior		<ol> <li>Teacher: Plays sing</li> <li>Students: listen and</li> </ol>				pgs. 19-23
	owledge, preview, set		3. Teacher: Introduce				pgs. 17-23
a p	urpose		4. Students: Describe		*		
	iting: Identify steps		sentences				
in	a process (T41)		5. Teacher: Focus on				
			to give students an	ove	rall idea of the		
			selection.	~~~	and track as audio		
			6. Students: follow ald plays.	ong	and track as audio		
			7. Teacher: Review ac	etior	verbs		
			8. Students: Read artic				
			vocabulary. Identify				
			and create a chart w	vith	4 steps.		
			laguras Oually, agagant tin	no1‡.	no in amall		
			losure: Orally present tir oups, describing each even		ne in shan		
		51	Proj				
		1					

#### Bilingual Sheltered ESL Curriculum ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Expansion/Extension/Homework:	
Practice Workbook pages 19-23	
	·

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T37-T39)

ELP 1 and 2 - determined by English language proficiency of student

ELP 3 and 4 – determined by English language proficiency of student

**Suggested Resources :** Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers

Equipment needed: Computers, SmartBoard

# Bilingual Sheltered ESL Curriculum engaging students • Fostering achievement • cultivating $21^{ST}$ century global skills

end that	Salar Bell on View or State	W 100	1042 n. 12 1042 n. 12 12	The second		6.50	
MI	tle: Social Studies U	nit	800 000 0	776.0		8801	ı Plan#1
			Content Area	-			11 27 03 7
	sson Title: "Somethin nch"	g G	ood for <b>Timeframe</b>	: 5-	7 days		
N.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		Lesson Compo	men	ts		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		14	21st Century T	hem	es		
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy	x	Health Literacy
			21st Century S	Skill	<u>s</u>		
x	Creativity and Innovation	Х	Critical Thinking and Problem Solving	X	Communication	x	Collaboration
Int	terdisciplinary Conne	ctio	ons: Language Arts, Soci	al S	tudies		
			InsideNG.com, SmartBo				
	Goals/Objectives		Learning Activities/Inst	rue	tional Strategies	A	ssessment Tasks
pho Stu tea pho Spo	tening: Develop onemic awareness. Idents listen to the cher making blend onemes.  Eaking: Students ke blend phonemes	K sp re W	ake, move, open, same, sey Language structures bellings, blend sounds to cognize high frequency varm-up: preview the phar reading	as: deco	sociate sounds and ode words and		Classify Details  Practice Book p. 24-31
wit Rec sel- rea Wr	th the teacher.  ading: Teacher will ect 1 of the 4 active ding strategies.  iting: Students will ite sentences correctly	L	1. Teacher: Introduce Words. (T42-43) 2. Students: Daily Pra 3. Teacher: Introduce Sound/Spellings (T 4. Students: Practice I 5. Teacher: Transpare track 7; review pho blend phonemes, us with short vowels a 6. Students: follow ale sentence building 7. Teacher: Introduce 8. Students: Read artic vocabulary and sho	short short 44a Bool ney, nem se till ctiv ong	e (T42-43) et vowel eh) e pgs. 24-29 e Language CD 1, ic awareness, es to build words ity (T45) and repeat sounds, selection end locate target		

#### Bilingual Sheltered ESL Curriculum ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

understanding. Practice Book pgs 30-31	
Closure: With a partner, write sentences (T48) Expansion/Extension/Homework: Practice Workbook pages 24-31.	

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T45-48)

ELP 1 and 2 – Students will use sound spelling cards to learn new words.

ELP 3 and 4 – Students will use HFW Daily Practice to learn new words.

Suggested Resources: Transparencies, InsideNG.com, HFW Daily Practice, CD's, Practice Book, Theme Book, Leveled Readers, graphic organizer

Equipment needed: Computers, "Inside" book series

# Bilingual Sheltered ESL Curriculum engaging students • fostering achievement • cultivating 21 $^{\rm st}$ century global skills

	SKILLS	
Title: Social Studies U	init: "Set a Table" Les	son Plan #1
	Content Area: ESL	
Lesson Title: "U.S. Tou	The second secon	As W. Supplied of
	Lesson Components	
	21st Century Themes	The second of th
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	x Health Literacy
	21st Century Skills	
x Creativity and Innovation	x Critical Thinking and x Communication Problem Solving	x Collaboration
Interdisciplinary Conn	ections: Language Arts, Social Studies	
Integration of Technolo	gy: InsideNG.com, SmartBoard	
		TO STREET WATER
Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
Students will:  Listening: Identify sequence listening and reading along  Speaking: discuss pictures during preview.  Reading: Chorally read the text  Writing: Academic  Language Frame,  Transparency 6 (T60)	Key Vocabulary: color, foods, shapes, size, visit  Key Language structures: express likes  Warm-up: Engage Activity (T50)  Lesson Sequence:  1. Teacher: introduce vocabulary and explain tables and graphs 2. Students: point to and locate data. 3. Teacher: activate prior knowledge, teach vocabulary  4. Students: Vocabulary Routines (T51) and Practice Book p. 32-33  5. Teacher: focus on genre, focus and comprehension, introduce the selection  6. Students: listen and read along "U.S. Tour of Food", Fluency Models and Selection Readings, CD, track 11  7. Teacher/Students: set purpose and active	Formative Classification Chart (T60)  Practice Book pgs. 32-33

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Expansion/Extension/Homework:	
Community-School-Connection (T57)	

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T55)

ELP 1 and 2 – Students will write question starters on index cards.

ELP 3 and 4 – Students will write open-ended question starters.

Suggested Resources: Transparencies, InsideNG.com, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

Equipment needed: Computers, "Inside" book series

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Title: Social Studies U	nit:	"Set a Table"	No.	L	SSOI	ı Plan #1
Content Area: ESL						
Lesson Title: How-to-Ca	ırd	Timeframe	: 50	lays		
自己的		Lesson Compo	men	ts		
		21st Century T	hem	<u>es</u>		
Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
		21st Century S	Skill	<u>s</u>		
x Creativity and Innovation		Critical Thinking and Problem Solving	X	Communication	Х	Collaboration
Interdisciplinary Conne	ction	ns: Language Arts, Soci	al St	udies		
Integration of Technolog	gy: I	nsideNG.com, SmartBo	ard			
		The second secon			of the same	
Goals/Objectives	1	earning Activities/Ins	ruc	tional Strategies	A:	ssessment Tasks
Students will:  Listening: to teacher as students are guided through the process of writing  Speaking: tell about your life, describe features of a how-to-card  Reading: Read aloud the email  Writing: go through writing process to create an email	edi Ke ver spe Wa	Learning Activities/Instructional Strategies  Key Vocabulary: email, prewrite, draft, revise, edit, proofread, publish, share, reflect  Key Language structures: using present tense verbs, pronouns, sentence structure, grammar, spelling, mechanics  Warm-up: review how-to process  Lesson Sequence:  1. Teacher: Tap into prior knowledge using the warm up exercise (T61)  2. Students: listen and follow along.  3. Teacher: model every step of the writing process allowing students ample time to complete each step  4. Students: Use Practice Book pages, 34-35, to complete each step of writing process and gather ideas for essay.  5. Teacher: Conference with students regularly checking progress  6. Students: Publish and reflect  Closure: Finish and display cards, if time allows read aloud.  Expansion/Extension/Homework:			Formative How-to-Card (score using Writing Rubric from Assessment Handbook)	

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Practice Workbook pages 17-18.	

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on page T32)

ELP 1 and 2 – Students will use practice book pages as a guided process.

ELP 3 and 4 - Students will use practice book pages more independently. (T31)

Suggested Resources: InsideNG.com, Practice Book, Graphic Organizer, rubric

Equipment needed: Computers, "Inside" book series

# Unit 3

#### **Bilingual Sheltered ESL Curriculum**

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Grade level Cluster: Newcomer	Unit #3
Content Area: English as a Second Language	
Unit Title: Social Studies Unit: "On The Job"	<b>Program Design:</b> Class period by proficiency level – 20 minutes per day
Target Proficiency Level: Level 1 Entering to Level <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>	vel 5 Bridging

#### **Unit Summary**

In this unit, Language Arts: "On The Job", students will learn that on the job means people are at work. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about tools and careers, interpret visuals, build background knowledge, use graphic organizers, generate ideas, give information, listen actively, yes-or-no questions, use basic vocabulary, use present tense action verbs, recognize genre, activate prior knowledge, interpret, analyze and respond to visuals, identify details, write questions, recognize and spell high frequency words, use key vocabulary, use text features, summarize and write in response to literature. Students will make a Home-School Connection by talking about family members about their jobs and create tool cards.

Interdisciplinary Connections: Language Arts, Social Studies

21st Century Themes: Global Awareness, Critical Thinking and Problem Solving, Collaboration

Century Themes. Global Awareness, Chucai Thinking and Troolein Solving, Conabolation			
TOTAL METER DESI	Learning Targets		
WIDA	English Language Development Standards		
ELD Standard 1	English language learners communicate for Social and Instructional		
	purposes within the school setting.		
ELD Standard 2	English language learners communicate information, ideas, and concepts		
	necessary for academic success in the content area of Language Arts.		
ELD Standard 4	English language learners communicate information, ideas, and concepts		
	necessary for academic success in the content area of Science.		
ELD Standard 5	English language learners communicate information, ideas, and concepts		
	necessary for academic success in the content area of Social Studies.		
Language	Each standard encompasses four language domains that define how ELLs process		
Domains	and use language: listening, speaking, reading, writing		
CCSS	Common Core State Standards		
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text		
	says explicitly as well as inferences drawn from the text.		
RL.7.2	Determine a theme or central idea of a text and analyze its development		
	over the course of the text; provide an objective summary of the text.		
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.		
RL.7.10	By the end of the year, read and comprehend literature, including stories,		
	dramas, and poems, in the grades 6–8 text complexity band proficiently,		
	with scaffolding as needed at the high end of the range.		

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RI.7.1	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
RI.7.2	Determine two or more central ideas in a text and analyze their development
K1. / . 2	over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	(e.g., how ideas influence individuals or events, or how individuals
	influence ideas or events).
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the
	grades 6–8 text complexity band proficiently, with scaffolding as needed at
	the high end of the range.
W.7.4	Produce clear and coherent writing in which the development, organization,
	and style are appropriate to task, purpose, and audience. (Grade-specific
	expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and
	strengthen writing as needed by planning, revising, editing, rewriting, or
	trying a new approach, focusing on how well purpose and audience have
	been addressed.
W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast
	a fictional portrayal of a time, place, or character and a historical account of
	the same period as a means of understanding how authors of fiction use or
	alter history").
W.7.10	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 discipline-specific tasks, purposes, and audiences
SL.7.1a	Come to discussions prepared, having read or researched material under
	study; explicitly draw on that preparation by referring to evidence on the
	topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals
	and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and
	comments with relevant observations and ideas that bring the discussion
	back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted,
	modify their own views.
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.
SL.7.4	Present claims and findings, emphasizing salient points in a focused,
	coherent manner with pertinent descriptions, facts, details, and examples;
	use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.5	Include multimedia components and visual displays in presentations to
	clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of
	formal English when indicated or appropriate.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating,

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	enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
L.7.3	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
L.7.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### **Related Cultural Content Statements**

Journey of a thousand miles begins with a single step. Lao Tsu

Unit Essential Question	Unit Enduring Understandings			
What language do students need in order to demonstrate comprehension in careers?	<ul> <li>Listening, speaking, reading, and writing about the changes and impact that young people can make require specific academic language.</li> <li>Knowledge of varied techniques and strategies aid to develop an interview</li> </ul>			

#### Evidence of Learning

#### **Summative Assessment:**

Students will use background knowledge to create an interview. They will follow the writing process to publish a final product. They will also deliver an oral presentation and post their final projects.

Equipment needed: Computers, Brightlinks/Smart Board, internet resources

Teacher Resources: Brightlinks/Smart Board, Inside book series.

Unit Learning Targets: Through learning activities and experiences related to the impact of making a difference, students will

- Understand, interpret, and apply written and spoken language;
- Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
- Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
- Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

#### About the Development of Social Studies Unit: "On The Job"

The development of this unit was inspired by the core curriculum standards in Science and Technology addressing the differences of careers.

This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning

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of our students.	
Lesson	Timeframe
Lessons 1-5	5-7 days
"What Is It?" : Fantasy	
Lessons 6-10	5-7 days
"Let Ben Take It": Realistic Fiction	
Lessons 11-13	
"Geologists: Rock Scientists": Expository	5-6 days
Text	
Lessons 14-15	5 days
Writing Project: Interview	

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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	SKILLS	
	Content Area: ESL	
Lesson Title: "What Is It	?" Timeframe: 5-7 days	
	21st Century Themes	
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Health Literacy
	21st Century Skills	
x Creativity and Innovation	x Critical Thinking and x Communication Problem Solving	x Collaboration
Interdisciplinary Conne	ctions: Language Arts	
Integration of Technolog Goals/Objectives	y: InsideNG.com, Smartboard  Learning Activities/Instructional Strategies	Assessment Tasks
Students will:  Listening: Listen to a Chant Tasty Jobs- Language CD 1, track 8.  Speaking: Giving Information-Who's Talking, Language CD 1, track 9.  Reading: Activate prior knowledge, preview, set a purpose Writing: Identify details (T71)	Key Vocabulary: actions, careers and tools Key Language structures: give information, ask and answer questions Warm-up: preview the book, play the audio walk-through Theme Book CD 1, track 6  Lesson Sequence:  1. Teacher: Plays sing along 2. Students: listen and follow along. 3. Teacher: Introduce present tense verbs 4. Students: People in Action writing task, 4 sentences, Tools of the Trade writing task, 8 sentences 5. Teacher: Focus on vocabulary. Play CD to give students an overall idea of the selection. Focus on Genre. 6. Students: follow along and track as audio plays. 7. Teacher: Review action verbs 8. Students: Read article and locate target vocabulary and details. Create a concept web.  Closure: Orally present timeline in small groups, describing each event.	Formative Writing Tasks Concept Web Practice Book pgs. 36-40

Expansion/Extension/Homework:

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#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T67-T69)

ELP 1 and 2 – determined by English language proficiency of student

ELP 3 and 4 – determined by English language proficiency of student

Suggested Resources: Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers

Equipment needed: Computers, SmartBoard

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Title: Social Studies U	nit: "On The Job"	Lesson Plan #2
	Content Area: ESL	
Lesson Title: "Let Ben T	ake It" Timeframe: 5-7 days	
	21st Century Themes	
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	teracy Health Literacy
<u>_</u>	21st Century Skills	
x Creativity and Innovation	x Critical Thinking and x Commun Problem Solving	nication x Collaboration
Interdisciplinary Conne	ctions: Language Arts	
Integration of Technolog	gy: InsideNG.com, SmartBoard	
Goals/Objectives	Learning Activities/Instructional Str	rategies Assessment Tasks
Listening: Develop phonemic awareness. Students listen to the teacher making blend phonemes.  Speaking: Students make blend phonemes with the teacher.  Reading: Teacher will select 1 of the 4 active reading strategies.  Writing: Students will write sentences correctly	say, study, use, want, when  Key Language structures: associate so spellings, blend sounds to decode words recognize high frequency words  Warm-up: preview the photos and set a for reading  Lesson Sequence:  1. Teacher: Introduce High Frequency Words. (T72-73)  2. Students: Daily Practice (T72-73)  3. Teacher: Introduce short vowel Sound/Spellings (T74a-h)  4. Students: Practice Book pgs. 41-5. Teacher: Transparency, Language track 10; review phonemic award blend phonemes, use tiles to built with short vowels and double conactivity (T74)  6. Students: follow along and repeated sentence building  7. Teacher: Introduce the selection students: Read selection and locative vocabulary, short vowels and double conactivity, short vowels and double vocabulary, short vowels and double vocabulary.	Practice Book p. 41-48  he purpose p. 41-48  he purpose p. 41-48  he purpose p. 41-48

Practice Book pgs 47-48	
Closure: With a partner, write sentences (T78)	
Expansion/Extension/Homework:	
Practice Workbook pages 41-48.	

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T75-78)

ELP 1 and 2 – Students will use sound spelling cards to learn new words.

ELP 3 and 4 – Students will use HFW Daily Practice to learn new words.

Suggested Resources: Transparencies, InsideNG.com, HFW Daily Practice, CD's, Practice Book, Theme Book, Leveled Readers, graphic organizer

			, , , , , , , , , , , , , , , , , , ,		
1111	tle: Social Studies U	nit	10-240-30-30-30-30-30-30-30-30-30-30-30-30-30	Tall I	Lesson Plan #3
i			Content Area: ESL		W. Salak
	sson Title: "Geologist ientists"	s: R	ock Timeframe: 5-6 days		
30	ICHIISIS	148	Lesson Components		
			21st Century Themes		
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	racy	Health Literacy
			21st Century Skills	<u></u>	-
Х	Creativity and Innovation	Х	Critical Thinking and x Commun Problem Solving x Commun	ication x	Collaboration
Int	terdisciplinary Conne	ectio	ns: Language Arts, Science	***************************************	
Int	tegration of Technolo	gy:	InsideNG.com, SmartBoard		
	Goals/Objectives		earning Activities/Instructional Stra	itegies A	ssessment Tasks
Liss sequence Special Price Real Price Write Land	idents will:  Itening: Identify quence listening and ding along eaking: discuss itures during preview. ading: Chorally read etext iting: Academic inguage Frame, ansparency 9 (T90)	us K la V	ey Vocabulary: learn, rocks, scientists, e ey Language structures: repeat spoker reguage and recite farm-up: Engage Activity (T80)  esson Sequence:  1. Teacher: introduce vocabulary and explain tables and graphs  2. Students: point to and locate data.  3. Teacher: activate prior knowledge vocabulary  4. Students: Vocabulary Routines (The Practice Book p. 49-50)  5. Teacher: focus on genre, focus and comprehension, introduce the selection focus and read along "Geologists: Rock Scientists", Flum Models and Selection Readings, Contrack 12  7. Teacher/Students: set purpose and read  8. Students: Create a concept chart	d e, teach (81) and d ection nency CD,	Formative Concept Chart (T90)  Practice Book pgs. 49-50

Closure: Write about a job that you might like to have when you are older. (T90)	
Expansion/Extension/Homework:	
Community-School-Connection (T87)	

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T85)

ELP 1 and 2 – Students will write question starters on index cards.

ELP 3 and 4 – Students will write open-ended question starters.

Suggested Resources: Transparencies, InsideNG.com, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

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Γi	tle: Social Studies U	nit:	a deliberation de la constantina della constanti				Lesson Plan #4
8=	Content Area: ESL						
	sson Title: Interview for	or a	Job Timeframe:	5 c	lays		
Ha	ndbook	HI	r c	B	No. of the last of	-	25 1/6 N BY
			Lesson Compon	=			
			21st Century The	em	es		
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
	·		21st Century Sk	dll	<u>s</u>		
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	Х	Collaboration
In	terdisciplinary Conne	etic	ns: Language Arts, Social	St	udies		.,
In	tegration of Technolog	y:	InsideNG.com, SmartBoar	rd			
	Goals/Objectives	B	Learning Activities/Instri	пс	tional Strategies	As	ssessment Tasks
						100	
Students will:  Listening: to teacher as students are guided through the process of writing  Speaking: tell about your life, describe a time a reporter was asking questions  Reading: Read aloud the email  Writing: go through writing process to create an interview			ey Vocabulary: interview vise, edit, proofread, publicey Language structures: erbs, pronouns, sentence structures verbs, pronouns, sentence structure verbs, process and process and gather id structures verbs, to complete each process and gather id structures verbs, to complete each process and gather id structures verbs,	ior	knowledge using [791] low along. tep of the writing ats ample time to Book pages, 51- ep of writing s for essay. ith students gress effect		Formative Write an Interview (score using Writing Rubric from Assessment Handbook)

### ${\bf Bilingual~Sheltered~ESL~Curriculum}\\ {\bf ENGAGING~STUDENTS \bullet FOSTERING~ACHIEVEMENT \bullet CULTIVATING~21^{ST}~CENTURY~GLOBAL}$ **SKILLS**

Expansion/Extension/Homework:	
Practice Workbook pages 51-52.	

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on page T92)

ELP 1 and 2 – Students will use practice book pages as a guided process.

ELP 3 and 4 – Students will use practice book pages more independently. (T91)

Suggested Resources: InsideNG.com, Practice Book, Graphic Organizer, rubric

# Unit 4

#### **Bilingual Sheltered ESL Curriculum**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Grade level Cluster : Newcome	er Unit #4			
Content Area: English as a Second Language				
Unit Title: Social Studies Unit: "Numbers Count"	<b>Program Design:</b> Class period by proficiency level -20 minutes per day			
Target Proficiency Level: Level 1 Entering to Level 5 Bridging <a href="http://www.wida.us/standards/perfdefs.pdf">http://www.wida.us/standards/perfdefs.pdf</a>				

#### **Unit Summary**

In this unit, Language Arts: "Numbers Count", students will learn that Numbers Count means numbers matter or numbers are important. Through a series of scaffolded learning activities, students will develop phonemic awareness, associate sounds and spelling, learn about numbers, interpret visuals, build background knowledge, use graphic organizers, generate ideas, classify, analyze and give information, make observations, listen actively, use basic vocabulary, use negative sentences, express needs, recognize genre, activate prior knowledge, set a purpose, interpret, analyze and respond to visuals, identify problem and solution, ask questions, recognize and spell high frequency words, associate sounds and spellings, phrasing, use contractions with not, use key vocabulary, use text features, identify details, preview and predict, summarize and write in response to literature. Students will make a Home-School Connection by making a list of different uses of numbers around the house. Students will bring in the lists to create a class chart of home number uses.

Interdisciplinary Connections: Language Arts, Math, Social Studies

21st Century Themes: Global Awareness, Critical Thinking and Problem Solving, Collaboration

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	Learning Targets
WIDA	English Language Development Standards
ELD Standard 1	English language learners communicate for Social and Instructional
	purposes within the school setting.
ELD Standard 2	English language learners communicate information, ideas, and concepts
	necessary for academic success in the content area of Language Arts.
ELD Standard 3	English language learners communicate information ideas and concepts
	necessary for academic success in the content area of Mathematics.
ELD Standard 5	English language learners communicate information, ideas, and concepts
	necessary for academic success in the content area of Social Studies.
Language	Each standard encompasses four language domains that define how ELLs process
Domains	and use language: listening, speaking, reading, writing
CCSS	Common Core State Standards
RL.7.1	Cite several pieces of textual evidence to support analysis of what the text
	says explicitly as well as inferences drawn from the text.
RL.7.2	Determine a theme or central idea of a text and analyze its development
	over the course of the text; provide an objective summary of the text.
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how
1	setting shapes the characters or plot).
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.
RL.7.10	By the end of the year, read and comprehend literature, including stories,
	dramas, and poems, in the grades 6–8 text complexity band proficiently,
	with scaffolding as needed at the high end of the range.
RI.7.2	Determine two or more central ideas in a text and analyze their development
_	over the course of the text; provide an objective summary of the text.
RI.7.3	Analyze the interactions between individuals, events, and ideas in a text
	(e.g., how ideas influence individuals or events, or how individuals
	influence ideas or events).
RI.7.6	Determine an author's point of view or purpose in a text and analyze how
	the author distinguishes his or her position from that of others.
RI.7.10	By the end of the year, read and comprehend literary nonfiction in the
	grades 6-8 text complexity band proficiently, with scaffolding as needed at
	the high end of the range.
W.7.2a	Introduce a topic clearly, previewing what is to follow; organize ideas,
	concepts, and information, using strategies such as definition, classification,
	comparison/contrast, and cause/effect; include formatting (e.g., headings),
	graphics (e.g., charts, tables), and multimedia when useful to aiding
	comprehension.
W.7.2b	Develop the topic with relevant facts, definitions, concrete details,
	quotations, or other information and examples
W.7.2c	Use appropriate transitions to create cohesion and clarify the relationships
	among ideas and concepts.
W.7.2d	Use precise language and domain-specific vocabulary to inform about or
	explain the topic.
W.7.2e	Establish and maintain a formal style.
W.7.2f	Provide a concluding statement or section that follows from and supports
W 5 4	the information or explanation presented.
W.7.4	Produce clear and coherent writing in which the development, organization,
	and style are appropriate to task, purpose, and audience. (Grade-specific
Was	expectations for writing types are defined in standards 1–3 above.)
W.7.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or
	trying a new approach, focusing on how well purpose and audience have
	been addressed.
W.7.7	Conduct short research projects to answer a question, drawing on several
W././	sources and generating additional related, focused questions for further
	research and investigation.
W.7.8	Gather relevant information from multiple print and digital sources, using
YY . / .O	search terms effectively; assess the credibility and accuracy of each source;
	and quote or paraphrase the data and conclusions of others while avoiding
	plagiarism and following a standard format for citation
W.7.9a	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast
γγ./.7d	a fictional portrayal of a time, place, or character and a historical account of
	a fictional politayaror a time, place, or character and a instorical account or

	SKILLS
	the same period as a means of understanding how authors of fiction use or
	alter history").
W.7.10	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 discipline-specific tasks, purposes, and audiences
SL.7.1a	Come to discussions prepared, having read or researched material under
	study; explicitly draw on that preparation by referring to evidence on the
	topic, text, or issue to probe and reflect on ideas under discussion.
SL.7.1b	Follow rules for collegial discussions, track progress toward specific goals
	and deadlines, and define individual roles as needed.
SL.7.1c	Pose questions that elicit elaboration and respond to others' questions and
	comments with relevant observations and ideas that bring the discussion
	back on topic as needed.
SL.7.1d	Acknowledge new information expressed by others and, when warranted,
	modify their own views.
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.
SL.7.4	Present claims and findings, emphasizing salient points in a focused,
	coherent manner with pertinent descriptions, facts, details, and examples;
	use appropriate eye contact, adequate volume, and clear pronunciation
SL.7.5	Include multimedia components and visual displays in presentations to
	clarify claims and findings and emphasize salient points.
SL.7.6	Adapt speech to a variety of contexts and tasks, demonstrating command of
	formal English when indicated or appropriate.
L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating,
	enjoyable movie but not He wore an old[,] green shirt).
L.7.2b	Spell correctly.
L.7.3	Choose language that expresses ideas precisely and concisely, recognizing
T #1 2	and eliminating wordiness and redundancy.
L.7.4a	Use context (e.g., the overall meaning of a sentence or paragraph; a word's
	position or function in a sentence) as a clue to the meaning of a word or
T # 61	phrase.
L.7.5b	Use the relationship between particular words (e.g., synonym/antonym,
Y 7.6	analogy) to better understand each of the words.
L.7.6	Acquire and use accurately grade-appropriate general academic and
	domain-specific words and phrases; gather vocabulary knowledge when
	considering a word or phrase important to comprehension or expression.
Related Cultur	ral Content Statements

#### **Related Cultural Content Statements**

Journey of a thousand miles begins with a single step. Lao Tsu

Journey of a thousand innes begins with a single step. Lab 1su					
Unit Essential Question	Unit Enduring Understandings				
What language do students need in order to demonstrate comprehension of the importance of numbers?	Listening, speaking, reading, and writing about the changes and impact that young people can make require				

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	specific academic language.
•	Knowledge of varied techniques and
	strategies aid to develop a fact sheet.

### Evidence of Learning

#### **Summative Assessment:**

Students will use background knowledge to create a fact sheet. They will follow the writing process to publish a final product. They will also deliver an oral presentation and post their final projects.

Equipment needed: Computers, Brightlinks/Smart Board, internet resources

Teacher Resources: Brightlinks/Smart Board, Inside book series.

Unit Learning Targets: Through learning activities and experiences related to the impact of making a difference, students will

- Understand, interpret, and apply written and spoken language;
- Identify, understand, and apply language form, function, and vocabulary appropriately, with consideration to the audience and purpose, when speaking or writing
- Identify, understand, and apply the strategies of using context clues, cognates, and affixes when reading for informational purposes;
- Identify, understand, and use language to question, clarify understanding, analyze, synthesize, and evaluate information when listening, reading, speaking, and writing;
- Identify, understand, and use language appropriate for the functions of summarizing, retelling, and description when reading, writing, speaking, and listening.

#### About the Development of Social Studies Unit: "Numbers Count"

The development of this unit was inspired by the core curriculum standards in Language Arts and Math addressing the importance of cardinal and ordinal numbers.

This serves as an illustration of how a curricular unit can be developed using historically and culturally relevant authentic materials, in order to support both the language and content learning of our students.

Lesson	Timeframe
Lessons 1-5	5-7 days
"A Year Without Rain": Historical Fiction	
Lessons 6-10	5-7 days
"Rush!": Realistic Fiction	
Lessons 11-13	5-6 days
"The Mighty Maya": Personal Narrative	
Lessons 14-15	5 days
Writing Project: Interview	

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

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Title: Social Studies Unit: "Numbers Count"

Lesson #1

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	SKILLS					
Lesson Title: "A Year Without Rain"   Timeframe: 5-7 days						
			21st Century Themes			
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Health Literacy	
			21st Century Skills			
- 1	Creativity and Innovation	х	Critical Thinking and x Communication Problem Solving	X	Collaboration	
Inte	rdisciplinary Conne	ectio	ns: Language Arts			
Inte	gration of Technolo	gy:	InsideNG.com, Smartboard		-	
(	Goals/Objectives		Learning Activities/Instructional Strategies	As	ssessment Tasks	
Char Lang 11. Spec Info Talk 1, tra Read know a pur	ening: Listen to a nt Numbers!- guage CD 1, track uking: Giving rmation-Who's ring, Language CD ack 12. ding: Activate prior wledge, preview, set rpose ting: Identify olem and solution 01)	nu K as W wa	ey Vocabulary: cardinal numbers, ordinal ambers ey Language structures: give information, k questions Varm-up: preview the book, play the audio alk-through Theme Book CD 1, track 8  esson Sequence:  1. Teacher: Plays sing along 2. Students: listen and follow along. 3. Teacher: Introduce number words 4. Students: People in Action writing task, 4 sentences, Flight 400 is Not Late! writing task, 10 sentences 5. Teacher: Focus on vocabulary. Play CD to give students an overall idea of the selection. Focus on Genre. 6. Students: follow along and track as audio plays. 7. Teacher: Review problem and solution 8. Students: Read article and locate target vocabulary and details. Create a problem and solution chart.		Writing Tasks  Problem and Solution Chart  Practice Book pgs. 53-58	
		1	losure: Orally present chart in small groups, escribing each problem and solution.			

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Expansion/Extension/Homework:	
Practice Workbook pages 53-58	

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T97-T99)

ELP 1 and 2 – determined by English language proficiency of student

ELP 3 and 4 – determined by English language proficiency of student

**Suggested Resources:** Transparencies, InsideNG.com, Vocabulary Games, CD's, Practice Book, Theme Book, Leveled Readers

Equipment needed: Computers, SmartBoard

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Ti	tle: Social Studies U	nit	"Numbers Count"				Lesson #2
(a)		Di.	Content Area			а.	To the
Le	Lesson Title: "Rush!" Timeframe: 5-7 days						
			21st Century T	hem	es		
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
	·		21st Century	Skill	<u>s</u>		
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	х	Communication	x	Collaboration
In	terdisciplinary Conne	ectio	ns: Language Arts				1
<b></b>			InsideNG.com, SmartBo	ard			
	8	<b>5</b> 4	, ,				
	Goals/Objectives	1	Learning Activities/Ins	rine	tional Strategies	A	ssessment Tasks
	Citals/Objectives		denting Activities in	100	nonai strategies		SCOSINGIR. PASKS
Stı	idents will:	K	ey Vocabulary: all, eno	ugh.	leave, more, out,		Formative
Lis	Listening: Develop says, second, three, two, without				Identify		
	onemic awareness.	ey Language structure	s: as	sociate sounds and		Contractions	
	Students listen to the spellings, blend sounds to decode words and				(T108)		
tea	teacher making blend recognize high frequency words				` ,		
	onemes.	1	arm-up: preview the pl				Practice Book
Speaking: Students			for reading				p. 59-65
	ke blend phonemes		<i>6</i>				p. 55 05
	th the teacher.	_	esson Sequence:				
$ _{Re}$	ading: Teacher will	•	-	Ui.	h Francisco		
	ect 1 of the 4 active	1. Teacher: Introduce High Frequency Words. (T102-103)					
rea	ding strategies.		2. Students: Daily Pra		e (T102,103)		
i	iting: Students will		•		•		
F	writing: Students will 3. Teacher: Introduce short vowel Sound/Spellings (T104a-f)						
			4. Students: Practice		-		
	5. Teacher: Transparency, Language CD 1, track 13; review phonemic awareness,						
	blend phonemes, use tiles to build words						
	with short vowels and double consonant						
			activity (T104)				
			6. Students: follow al	ong	and repeat sounds,		
			sentence building	J	,		
			7. Teacher: Introduce	the	selection		
			8. Students: Read sel	ectio	n and locate target		
			vocabulary, short v	owe	ls and double		

consonants. Check their understanding. Practice Book pgs 64-65	
Closure: With a partner, write sentences (T108)  Expansion/Extension/Homework:  Practice Workbook pages 59-65.	

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T105-108)

ELP 1 and 2 – Students will use sound spelling cards to learn new words. ELP 3 and 4 – Students will use HFW Daily Practice to learn new words.

**Suggested Resources:** Transparencies, InsideNG.com, HFW Daily Practice, CD's, Practice Book, Theme Book, Leveled Readers, Graphic organizer

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Ti	Title: Social Studies Unit: "Numbers Count" Lesson #3					
	Content Area: ESL					
Le	Lesson Title: "The Mighty Maya" Timeframe: 5-6 days					
NI B		38	Lesson Components	V=V		
			21st Century Themes			
	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Health Literacy	
			21st Century Skills			
х	Creativity and Innovation	X	Critical Thinking and X Communication Problem Solving	х	Collaboration	
In	terdisciplinary Conn	ectio	ons: Language Arts, Social Studies			
In	tegration of Technolo	gy:	InsideNG.com, SmartBoard			
	n rest					
	Goals/Objectives		Learning Activities/Instructional Strategies	A	ssessment Tasks	
Ct	udenta vville	177	av Vaaahylawy aity hyndrada nanylatian		Formative	
	Students will: Key Vocabulary: city, hundreds, population, thousands, two				Details Chart	
	stening: Identify quence listening and		ey Language structures: give information		(T120)	
	ading along	- 1	Varm-up: Engage Activity (T110)		(1150)	
1	eaking: discuss	"	arm-up. Engage neuvity (1110)		Practice Book	
	ctures during preview.	1	esson Sequence:		pgs. 66-67	
_	eading: Chorally read		1. Teacher: introduce vocabulary and		PBD 00 0.	
	e text		explain tables and graphs			
W	riting: Academic		2. Students: point to and locate data.			
	nguage Frame,		3. Teacher: activate prior knowledge, teach			
Tr	ansparency 12 (T120)	-	vocabulary			
			4. Students: Vocabulary Routines (T111)			
			and Practice Book p. 66-67			
			5. Teacher: focus on genre, focus and			
			comprehension, introduce the selection			
	6. Students: listen and read along "The			İ		
	Mighty Maya", Fluency Models and Selection Readings, CD, track 13					
			7. Teacher/Students: set purpose and active			
			read			
			8. Students: Create a details chart			
			losure: Write about how the population of			
			our town or a nearby town has changed over			
		1 -	e years. (T120)			

Expansion/Extension/Homework:	
Community-School-Connection (T87)	
	Expansion/Extension/Homework: Community-School-Connection (T87)

#### Differentiation

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on pages T114)

ELP 1 and 2 – Students will write question starters on index cards.

ELP 3 and 4 – Students will write open-ended question starters.

Suggested Resources: Transparencies, InsideNG.com, Vocabulary Routines, CD's, Practice Book, Theme Book, Leveled Readers, Graphic Organizer

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	SKILLS	
Title: Social Studies U	iit: "Numbers Count"	Lesson #4
	Content Area: ESL	
<b>Lesson Title:</b> Interview f Handbook	or a Job Timeframe: 5 days	
Handook	Lesson Components	
	21st Century Themes	
Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	iteracy Health Literacy
	21st Century Skills	
x Creativity and Innovation	x Critical Thinking and x Commu Problem Solving	nication x Collaboration
Interdisciplinary Conne	tions: Language Arts, Social Studies	
Integration of Technolo	y: InsideNG.com, SmartBoard	
III SE WANTE IN		
Goals/Objectives	Learning Activities/Instructional St	rategies Assessment Tasks
Students will:  Listening: to teacher as students are guided through the process of writing  Speaking: tell about your life, describe a time a reporter was asking questions  Reading: Read aloud the email  Writing: go through writing process to create an interview	Key Vocabulary: fact sheet, prewrite, revise, edit, proofread, publish, share, re Key Language structures: using prese verbs, pronouns, sentence structure, graspelling, mechanics Warm-up: review interview  Lesson Sequence:  1. Teacher: Tap into prior knowled the warm up exercise (T121) 2. Students: listen and follow along 3. Teacher: model every step of the process allowing students ample complete each step 4. Students: Use Practice Book page 69, to complete each step of write process and gather ideas for essential students. Teacher: Conference with stude regularly checking progress 5. Teacher: Conference with stude regularly checking progress 6. Students: Publish and reflect  Closure: Finish and display cards, if the read aloud.	effect ent tense emmar, Sheet (score using Writing Rubric from Assessment Handbook)  Ige using g. e writing e time to ges, 68- ting ay. nts

## ${\bf Bilingual~Sheltered~ESL~Curriculum}\\ {\bf ENGAGING~STUDENTS~\bullet FOSTERING~ACHIEVEMENT~\bullet~CULTIVATING~21^{ST}~CENTURY~GLOBAL}$ **SKILLS**

	Expansion/Extension/Homework:	
	Practice Workbook pages 68-69.	
Differentiation	I	

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective. (Depending on the need of the students, utilize the Multi-Level Strategies found on page T122)

ELP 1 and 2 – Students will use practice book pages as a guided process.

ELP 3 and 4 – Students will use practice book pages more independently. (T121)

Suggested Resources: InsideNG.com, Practice Book, Graphic Organizer, rubric