

Wilson Area School District Planned Course Guide

Title of planned course: English Language Development 2 (ELD 2)

Subject Area: English Language Development

Grade Level: 9-12

Course Description: This course is designed for formally classified English learners (ELs) with beginner level proficiency. This course builds upon prior knowledge of the English language established in ELD 1 or other previous education or experience by developing overall speaking, listening, reading and writing skills in accordance with the PA English Language Development Standards. Students will apply skills and knowledge acquired in this course to their individual lives, both socially and academically, to increase fluency and literacy in English. Students will learn to communicate effectively in speech and writing, develop critical thinking skills, and demonstrate effective use of the conventions of standard English. In addition, students will be able to effectively use technology in and outside the classroom and access resources to facilitate their academic success.

(Prerequisite: Teacher or Counselor recommendation based on WIDA Screener / Model (online or paper), or ACCESS for ELLs Assessment results)

Time/Credit for this Course: One Full Academic Year / 1.0 credit

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Curriculum Map

August / September: Back to school

- Course Introduction
- Give personal information about self and family
- Make simple introductions in a variety of contexts (formal/informal)
- State basic needs and ask for help
- Understand classroom vocabulary, routines, and instructions
- Expand upon basic social interactions (greeting and saying goodbye)
- Use indefinite articles (a, an)
- Use definite articles (this/that, these, those)
- Use personal pronouns and possessive adjectives
- Ask and answer yes/no and wh- questions about personal information, school, and classroom
- Write simple sentences with subject-verb-object structures

October: Describing self and others

- Use basic adjectives for size, shape, and color
- Use expanded vocabulary of descriptive, qualitative adjectives
- Use the verbs “be” and “have” in present tense
- Understand singular and plural nouns and subject verb agreement
- Ask yes/no questions with the verb “to be” and “can”
- Ask and answer Wh- questions
- Use expanded vocabulary of action verbs
- Use present simple tense to tell actions that happen regularly
- Read and comprehend short passages written in present tense

November: Talking about your day

- Recall the days of the week, the months of the year and tell the date
- Tell time
- Explain a class schedule and daily activities
- Ask and answer “wh” questions
- Understand and use prepositions of place
- Use ordinal numbers and sequencing words (first, second, next, then, etc.)
- Use present continuous tense to tell present and ongoing events
- Read and interpret schedules and timetables.

December: Talking about the past

- Know and use personal pronouns
- Form the past tense by adding -ed to a base verb
- Correctly pronounce the three sounds of -ed endings
- Know and use basic irregular past tense verbs
- Write simple sentences about people and events in the past to tell a story
- Read and comprehend short passages written in past tense
- Summarize and retell the events of a story using past tense
- WIDA Test Prep

January: Expressing preferences

- WIDA ACCESS Testing
- Midterm Exams
- Name the main food groups and classify foods into groups
- Use count and non count nouns
- Express likes and dislikes by making statements and asking questions using the auxiliary verb “do”
- Ask and answer questions about preferences using Wh- questions, focusing on “who,” “what,” and “which”
- Differentiate between and express “needs” and “wants”

February: Giving instructions and digital literacy

- WIDA ACCESS Testing
- Give and follow commands using the imperative mood
- Use ordinal numbers and sequencing words
- Use and understand vocabulary that relates to technology and its use
- Develop vocabulary for reading and understanding infographics (charts, graphs, etc.)
- Navigate online resources and access relevant educational tools
- Differentiate between basic statements of fact and opinion
- Read and comprehend instructions

March: Self expression

- Review present continuous
- Know vocabulary for feelings, body parts, and health-related topics
- Express emotion and physical condition
- Ask and answer yes/no and wh- questions about feelings and wellness
- Use expanded vocabulary for activities, hobbies, and personal interests
- Use the simple future tense (“will” + a base verb) and the present continuous (“be” + “going to” + a base verb) to express upcoming events and intentions

April: Making and discussing plans

- Review past, present continuous, and future tenses
- Describe weather & seasons and seasonally appropriate clothing, activities, and events
- Ask and answer wh- questions related to weather and clothing and plans
- Use modal auxiliary verbs (might, could, would, should, etc) to express possibilities and give advice
- Evaluate ideas and options using basic subordinating conjunctions (because, if, since, etc.)
- Explain cause and effect

May/June: Reflection and Growth

- Keystone Testing
- Final Exams
- Expand vocabulary with synonyms and antonyms
- Speak and write using grammatical concepts previously learned
- Reflect on language acquisition progress and set goals for the future

Wilson Area School District Planned Course Materials

Course Title: English Language Development 2 (ELD 2)

Supplemental Books:

- *Inside the USA, National Geographic Hampton-Brown*
- *Side By Side, Pearson Longman*
- *Visions Basic, Heinle, Cengage Learning*
- *Penguin Readers, Pearson Longman*
- *Very Easy True Stories, Pearson Longman*
- *The New Oxford Picture Dictionary*
- *The New Oxford Picture Dictionary, workbook*
- *Ready, Set, Go!, Continental Press*
- *The Grammar Teacher's Activity-A-Day, Jossey-Bass*
- *English for Everyone: Practice Book, Dorling Kindersley (DK)*
- *Other resources as appropriate*

Teacher Resources:

- ellii.com
- wordwall.net
- CommonLit
- EdPuzzle
- Duolingo
- Quizlet
- Kami
- Various online resources

Curriculum Scope & Sequence

Planned Course: English Language Development 2 (ELD 2)

Unit: Back to school: Social and academic vocabulary for the first weeks

- This unit reintroduces basic English language vocabulary and skills to students who may have had minimal exposure to English over the summer. This unit reviews essential vocabulary and phrases needed to navigate the school environment, request help or permission, and interact socially with classmates.

Time frame: 4-6 weeks

State Standards: WIDA ELD Standards 1 & 2

Key Language Uses: Narrate, Inform, Explain

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential content/objectives: At end of the unit, students will be able to:

- Course Introduction
- Give personal information about self and family
- Make simple introductions in a variety of contexts (formal/informal)
- State basic needs and ask for help
- Understand classroom vocabulary, routines, and instructions
- Expand upon basic social interactions (greeting and saying goodbye)
- Use indefinite articles (a, an)
- Use definite articles (this/that, these, those)
- Use personal pronouns and possessive adjectives
- Ask and answer yes/no and wh- questions about personal information, school, and classroom
- Write simple sentences with subject-verb-object structures
- Understand and use basic academic vocabulary including “identify,” “show,” and “choose/select/pick”

Core Activities: Students will complete/participate in the following:

- Reading:
 - Vocabulary identification and practice
 - Reading short passages
- Listening:
 - Teacher modeling
 - Listening exercises with associated activities
 - Dictation of vocabulary words and sentences
- Speaking
 - Role plays introducing self and others
 - Conversation starters/cards with scaffolding
 - Identifying classroom objects and pictures of vocabulary words
- Writing
 - Spelling vocabulary words and phrases
 - Writing sentences with sentence frames/fill in the blank

Extensions:

- Write a paragraph about self or school
- Write and act/read script for role play
- Create own flashcards
- Duolingo

Remediation:

- Repetition
- Use of flash cards/pictures
- Additional scaffolding
- Option to re-do or revise assignments
- Tutoring / Extra help

Instructional Methods

- Direct Instruction
- Modeling with repetition
- Partner/Small Group work - oral activities
- Individual practice

Materials & Resources:

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & whiteboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash cards/picture cards

Assessments:

- Warm-ups and Exit tickets
- Teacher-created rubrics
- Worksheets
- Quizzes/Tests
- Project based assessments

Curriculum Scope & Sequence

Planned Course: English Language Development 2 (ELD 2)

Unit: Describing self and others

- This unit reinforces and expands the grammar and vocabulary needed to tell about oneself and others. This unit reviews basic English language verbs and adjectives for size, shape and color and increases vocabulary for describing using the five senses and assessing quality. Students will also strengthen understanding and application of simple present tense.

Time frame: 4 weeks

State Standards: WIDA ELD Standards 1 & 2

Key Language Uses: Narrate, Inform, Explain

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential content/objectives: At end of the unit, students will be able to:

- Use basic adjectives for size, shape, and color
- Use expanded vocabulary of descriptive, qualitative adjectives
- Use the verbs “be” and “have” in present tense
- Understand singular and plural nouns and subject verb agreement
- Ask yes/no questions with the verb “to be” and “can”
- Ask and answer Wh- questions
- Use expanded vocabulary of action verbs
- Use simple present tense to tell actions that happen regularly
- Read and comprehend short passages written in present tense
- Understand and use basic academic vocabulary including “describe” and “explain”

Core Activities: Students will complete/participate in the following:

- Reading
 - Vocabulary identification and practice
 - Reading & retelling simple story
- Listening
 - Teacher modeling
 - Using listen-say-write method to introduce new concepts & vocabulary
 - Dictation of new words and phrases
 - Listening exercises with associated activities
- Speaking
 - Interviewing classmates
 - Conversation cards/starters with scaffolding
 - Asking and answering questions
- Writing
 - Write sentences with sentence frames/fill in the blank
 - Write descriptions with appropriate scaffolding

Extensions:

- Write or present a simple description based on research
- Add additional action verb adjective vocabulary
- Identify synonyms and antonyms for action verbs and adjectives
- Duolingo

Remediation:

- Repetition
- Use of flash cards/pictures
- Additional scaffolding
- Option to re-do or revise assignments
- Tutoring/Extra help

Instructional Methods

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

Materials & Resources:

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & whiteboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash cards/picture cards

Assessments:

- Warm-ups and Exit tickets
- Teacher-created rubrics
- Worksheets
- Quizzes/Tests
- Project based assessments

Curriculum Scope & Sequence

Planned Course: English Language Development 2 (ELD 2)

Unit: Talking about your day

- This unit addresses vocabulary for reading and interpreting class schedules and discussing routines. Students learn how to talk about events in order using present tense and how to explain events that are happening right now or are ongoing using present continuous tense.

Time frame: 3-4 weeks

State Standards: WIDA ELD Standards 1 & 2

Key Language Uses: Narrate, Inform, Explain

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential content/objectives: At end of the unit, students will be able to:

- Say and read numerals
- Recall the days of the week, the months of the year and tell the date
- Tell time
- Explain a class schedule and daily activities
- Ask and answer “wh” questions
- Understand and use prepositions of place
- Use ordinal numbers and sequencing words (first, second, next, then, etc.)
- Use present continuous tense to tell present and ongoing events
- Read and interpret schedules and timetables
- Understand and use basic academic vocabulary including “list” and “infer”

Core Activities: Students will complete/participate in the following:

- Reading
 - Vocabulary identification and practice
 - Reading & retelling simple story
 - Reading schedules and timetables
- Listening
 - Teacher modeling
 - Using listen-say-write method to introduce new concepts & vocabulary
 - Dictation of new words and phrases
 - Listening exercises with associated activities
- Speaking
 - Telling information about schedules and routines
 - Conversation cards/starters with scaffolding
 - Asking and answering questions
- Writing
 - Writing sentences with sentence frames/fill in the blank
 - Writing about daily routines and specific schedules with appropriate scaffolding
 - Sequencing and organizing events using timetables or charts
 - Using present continuous tense to narrate a scene

Extensions:

- Review and expand neighborhood and transportation vocabulary to further discuss routines outside of school
- Evaluate public transportation timetables
- Duolingo

Remediation:

- Repetition
- Use of flash cards/pictures
- Additional scaffolding
- Option to re-do or revise assignments
- Tutoring/Extra help

Instructional Methods

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

Materials & Resources:

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & whiteboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash cards/picture cards

Assessments:

- Warm-ups and Exit tickets
- Teacher-created rubrics
- Worksheets
- Quizzes/Tests
- Project based assessments

Curriculum Scope & Sequence

Planned Course: English Language Development 2 (ELD 2)

Unit: Talking about the past

- This unit introduces the past tense. Instruction focuses on construction of the past tense, basic irregular past tense verbs, and pronunciation of past tense verbs.

Time frame: 3-4 weeks

State Standards: WIDA ELD Standards 1 & 2

Key Language Uses: Narrate, Inform, Explain

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential content/objectives: At end of the unit, students will be able to:

- Know and use personal pronouns
- Form the past tense by adding -ed to a base verb
- Correctly pronounce the three sounds of -ed endings
- Know and use basic irregular past tense verbs
- Write simple sentences about people and events in the past to tell a story
- Read and comprehend short passages written in past tense
- Summarize and retell the events of a story using past tense
- Understand and use basic academic vocabulary including “retell” and “summarize”
- WIDA Test Prep

Core Activities: Students will complete/participate in the following:

- Reading
 - Vocabulary identification and practice
 - Reading & summarizing short stories
- Listening
 - Teacher modeling
 - Using listen-say-write method to introduce new concepts & vocabulary
 - Dictation of new words and phrases
 - Listening exercises with associated activities
- Speaking
 - Telling stories
 - Conversation cards/starters with scaffolding
 - Asking and answering questions
- Writing
 - Sequencing and organizing events using graphic organizers
 - Using past tense to write a personal narrative

Extensions:

- Creating a digital story or podcast detailing a personal experience
- Reporting on a famous person with appropriate scaffolding
- Duolingo

Remediation:

- Repetition
- Use of flash cards/pictures
- Additional scaffolding
- Option to re-do or revise assignments
- Tutoring/Extra help

Instructional Methods

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

Materials & Resources:

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & whiteboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash cards/picture cards

Assessments:

- Warm-ups and Exit tickets
- Teacher-created rubrics
- Worksheets
- Quizzes/Tests
- Project based assessments

Curriculum Scope & Sequence

Planned Course: English Language Development 2 (ELD 2)

Unit: Expressing preferences

- This unit will review food vocabulary and cover the grammar and vocabulary needed to express likes, dislikes, and preferences. Students will also classify and evaluate needs and wants.

Time frame: 3-4 weeks

State Standards: WIDA ELD Standards 1 & 2

Key Language Uses: Narrate, Inform, Explain

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential content/objectives: At end of the unit, students will be able to:

- Name the main food groups and classify foods into groups
- Use count and non count nouns
- Express likes and dislikes by making statements and asking questions using the auxiliary verb “do”
- Ask and answer questions about preferences using Wh- questions, focusing on “who,” “what,” and “which”
- Differentiate between and express “needs” and “wants”
- Understand and use basic academic vocabulary including “evaluate” and “classify/categorize/group”

Core Activities: Students will complete/participate in the following:

- Reading
 - Vocabulary identification and practice
 - Reading & comprehending short stories
- Listening
 - Teacher modeling
 - Using listen-say-write method to introduce new concepts & vocabulary
 - Dictation of new words and phrases
 - Listening exercises with associated activities
- Speaking
 - Interviewing classmates about preferences
 - Conversation cards/starters with scaffolding
 - Asking and answering questions
- Writing
 - Writing sentences with sentence starters
 - Composing short paragraphs
 - Making lists using different criteria to categorize contents

Extensions:

- Create restaurant menu
- Bring in and present traditional dish from home culture
- Read and interpret signage from stores/restaurants
- Role play asking questions and ordering food in a restaurant
- Duolingo

Remediation:

- Repetition
- Use of flash cards/pictures
- Additional scaffolding
- Option to re-do or revise assignments
- Tutoring/Extra help

Instructional Methods

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

Materials & Resources:

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & whiteboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash cards/picture cards

Assessments:

- Warm-ups and Exit tickets
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

Curriculum Scope & Sequence

Planned Course: English Language Development 2 (ELD 2)

Unit: Giving instructions and digital literacy

- In this unit, students will develop the skills needed to give and follow instructions. This unit will review the imperative mood and using ordinal numbers and sequencing words, specifically with respect to technology. Instruction in this unit will also cover the vocabulary and skills needed to identify and navigate reliable educational websites and apps and access and interpret infographics.

Time frame: 4-6 weeks

State Standards: WIDA ELD Standards 1 & 2

Key Language Uses: Narrate, Inform, Explain, Argue

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential content/objectives: At end of the unit, students will be able to:

- Give and follow commands using the imperative mood
- Use ordinal numbers and sequencing words
- Use and understand vocabulary that relates to technology and its use
- Develop vocabulary for reading and understanding infographics (charts, graphs, etc.)
- Navigate online resources and access relevant educational tools
- Differentiate between basic statements of fact and opinion
- Read and comprehend instructions
- Understand and use basic academic vocabulary including “assess” and “analyze”

Core Activities: Students will complete/participate in the following:

- Reading
 - Vocabulary identification and practice
 - Reading & comprehending online articles
 - Locating and interpreting text features in websites and online documents
 - Reading charts, graphs, and other infographics to understand content
 - Evaluating language to identify written statements as fact or opinion
- Listening
 - Teacher modeling
 - Using listen-say-write method to introduce new concepts & vocabulary
 - Dictation of new words and phrases
 - Listening exercises with associated activities
 - Accessing and listening to videos and podcasts
 - Using audio tools to enhance comprehension (accessing read aloud if available, slowing playback speed, etc.)
- Speaking
 - Recording and reviewing own speech
 - Giving oral instructions on how to complete a technology related task
 - Conversation cards/starters with scaffolding
 - Asking and answering questions

- Writing
 - Writing instructions on how to complete a technology related task
 - Composing short factual and opinion-based paragraphs
 - Reporting information from an infographic with appropriate scaffolding

Extensions:

- Creating a screencast with narration of instructions for a technology related task
- Recording a podcast or story read-aloud
- Setting up an online language progress portfolio
- Duolingo

Remediation:

- Repetition
- Use of flash cards/pictures
- Additional scaffolding
- Option to re-do or revise assignments
- Tutoring/Extra help

Instructional Methods

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

Materials & Resources:

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & whiteboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash cards/picture cards

Assessments:

- Warm-ups and Exit tickets
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

Curriculum Scope & Sequence

Planned Course: English Language Development 2 (ELD 2)

Unit: Self expression

- This unit reinforces and increases vocabulary for feelings, parts of the body, and wellness, expands the use of the present continuous tense to express upcoming events and intentions, and introduces the simple future tense. This unit also addresses vocabulary for talking about hobbies and personal interests.

Time frame: 3-4 weeks

State Standards: WIDA ELD Standards 1 & 2

Key Language Uses: Narrate, Inform, Explain

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential content/objectives: At end of the unit, students will be able to:

- Use and understand vocabulary for feelings, body parts, and health-related topics
- Express emotion and physical condition
- Ask and answer yes/no and wh- questions about feelings and wellness
- Use expanded vocabulary for activities, hobbies, and personal interests
- Use the simple future tense (“will” + a base verb) and the present continuous (“be” + “going to” + a base verb) to express upcoming events and intentions
- Understand and use basic academic vocabulary including “determine” and “demonstrate”

Core Activities: Students will complete/participate in the following:

- Reading
 - Vocabulary identification and practice
 - Reading & comprehending short stories and articles
- Listening
 - Teacher modeling
 - Using listen-say-write method to introduce new concepts & vocabulary
 - Dictation of new words and phrases
 - Listening exercises with associated activities
- Speaking
 - Group discussion
 - Role playing
 - Conversation cards/starters with scaffolding
 - Asking and answering questions
- Writing
 - Writing sentences/paragraphs with sentence starters or topic sentences
 - Journaling based on given prompts

Extensions:

- Create and present an informative presentation about a personal hobby or interest
- Discuss or write about emotional responses to art, literature, or media
- Write a news article about an upcoming school event or holiday.
- Duolingo

Remediation:

- Repetition
- Use of flash cards/pictures
- Additional scaffolding
- Option to re-do or revise assignments
- Tutoring/Extra help

Instructional Methods

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

Materials & Resources:

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & whiteboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash cards/picture cards

Assessments:

- Warm-ups and Exit tickets
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

Curriculum Scope & Sequence

Planned Course: English Language Development 2 (ELD 2)

Unit: Making and discussing plans

- This unit introduces modal auxiliary verbs and grammatical structures used to express possibilities and give advice. Instruction in this unit covers a review of previously learned verb tenses and expands vocabulary surrounding weather and seasons that can be used to make and discuss plans.

Time frame: 4 weeks

State Standards: WIDA ELD Standards 1 & 2

Key Language Uses: Narrate, Inform, Explain, Argue

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential content/objectives: At end of the unit, students will be able to:

- Use past, present continuous, and future tenses with accuracy
- Describe weather & seasons and seasonally appropriate clothing, activities, and events
- Ask and answer wh- questions related to weather and clothing and plans
- Use modal auxiliary verbs (might, could, would, should, etc) to express possibilities and give advice
- Evaluate ideas and options using basic subordinating conjunctions (because, if, since, etc.)
- Explain cause and effect
- Understand and use basic academic vocabulary including “compare,” “contrast,” and “support”

Core Activities: Students will complete/participate in the following:

- Reading
 - Vocabulary identification and practice
 - Reading & comprehending short stories and articles
 - Read weather forecast and utilize in plan making
- Listening
 - Teacher modeling
 - Using listen-say-write method to introduce new concepts & vocabulary
 - Dictation of new words and phrases
 - Listening exercises with associated activities
- Speaking
 - Discuss seasonally appropriate plans
 - Role playing
 - Conversation cards/starters with scaffolding
 - Asking and answering questions
- Writing
 - Writing sentences/paragraphs with sentence starters or topic sentences
 - Make and support suggestions in writing
 - Explain cause and effect using “if/then” and “because”

Extensions:

- Create video weather forecast with recommended attire based on conditions
- Read about climate change and severe weather
- Write letters or create slides for a collaborative slide show with advice for next year's ELD 2 students
- Duolingo

Remediation:

- Repetition
- Use of flash cards/pictures
- Additional scaffolding
- Option to re-do or revise assignments
- Tutoring/Extra help

Instructional Methods

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

Materials & Resources:

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & whiteboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash cards/picture cards

Assessments:

- Warm-ups and Exit tickets
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments

Curriculum Scope & Sequence

Planned Course: English Language Development 2 (ELD 2)

Unit: Reflection and Growth

- This unit will close out the year by reviewing previously taught concepts and facilitating personal reflection and goal setting for the future.

Time frame: 2-3 weeks

State Standards: WIDA ELD Standards 1 & 2

Key Language Uses: Narrate, Inform, Explain

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential content/objectives: At end of the unit, students will be able to:

- Expand vocabulary with synonyms and antonyms
- Speak and write using grammatical concepts previously learned
- Reflect on language acquisition progress and set goals for the future

Core Activities: Students will complete/participate in the following:

- Reading
 - Vocabulary identification and practice with focus on developing vocabulary through synonyms and antonyms
 - Reading & discussing short stories and articles that encourage connection with students' lived experiences
- Listening
 - Teacher modeling
 - Using listen-say-write method to introduce any new concepts & vocabulary
 - Dictation of new words and phrases
 - Listening exercises with associated activities
- Speaking
 - Discuss upcoming summer activities and goals for next year
 - Conversation cards/starters with scaffolding
 - Asking and answering questions
- Writing
 - Writing sentences/paragraphs with sentence starters or topic sentences
 - Matching synonyms and antonyms
 - Reflecting in writing on English language acquisition progress so far and recording goals for next year

Extensions:

- Assemble a portfolio from assignments completed this year
- Revise an assignment from earlier in the year to document improved skills
- Duolingo

Remediation:

- Repetition
- Use of flash cards/pictures
- Additional scaffolding
- Option to re-do or revise assignments
- Tutoring/Extra help

Instructional Methods

- Direct Instruction
- Repetition with modeling
- Partner/Small Group work - oral activities
- Individual practice

Materials & Resources:

- Supplemental Books/Resources
- Worksheets
- Audio/video materials
- Projector & whiteboard
- Google Classroom and various apps
- Kami
- EdPuzzle
- Flash cards/picture cards

Assessments:

- Warm-ups and Exit tickets
- Teacher-created rubrics
- Worksheets
- Quizzes
- Project based assessments