

Wilson Area School District Planned Course Guide

Title of planned course: English Language Development 3 (ELD 3)

Subject Area: English Language Development

Grade Level: 9-12

Course Description: This course, open to students formally classified English Learners (ELs), is aligned with the PA adopted WIDA Standards. It offers a comprehensive and culturally responsive approach to language acquisition. Over the course of the academic year, students will explore a variety of thematic units, including personal narratives, cultural perspectives, myths and legends, historical narratives, social issues, science and technology, and career exploration. Through engaging texts, such as short stories, novels, autobiographies, and non-fiction articles, students will develop their listening, speaking, reading, and writing skills. The curriculum emphasizes academic and content area vocabulary, critical thinking, and effective communication.

Time/Credit for this Course: One Full Academic Year

Curriculum Writing Committee: Kimberly Steirer

Curriculum Map

August / September:

- Course Introduction & Expectations
- Narratives about personal experiences
- Sequencing words, descriptive adjectives, and time transitions to narrate personal events in both writing and speaking
- Related academic language / vocabulary
- Chronological sequencing, paragraphing for beginning-middle-end, internal dialogue

October:

- Explore aspects of a community, culture, and identity and share information through reading and storytelling
- Describe familiar topics
- Summarize key details and use precise vocabulary use in informational writing
- Related academic language / vocabulary
- Topic introduction, supporting facts, conclusion

November:

- Describe scientific processes and technological systems
- Analyze visuals (diagrams, charts, graphs) and connect to written explanations
- Content specific and academic vocabulary and sentence structure
- WIDA ACCESS Prep

December:

- Summarize and paraphrase texts, maintaining the original meaning
- Use academic vocabulary appropriately in summaries
- Sequencing, cause and effect
- Content specific and academic vocabulary and sentence structures
- WIDA ACCESS Prep

January / February:

- WIDA ACCESS testing
- Mid Term Exams
- Analyze perspectives on social issues
- Evidence-based written arguments
- Persuasive language
- Initiate and participate in collaborative discussions
- Topic sentences, argument structure, transitions
- Content specific and academic vocabulary and sentence structure

March:

- Evaluate credibility (media messages and source)
- Basic research with multimedia sources
- Academic vocabulary - multimodal texts
- Present research findings in multiple formats
- Content specific and academic vocabulary and sentence structure

April/May:

- Reflection - personal English language development
- Describe personal progress and experience
- Future goal setting - written and oral
- Content specific and academic vocabulary and sentence structure
- Keystone Testing
- Final exams

Wilson Area School District Planned Course Materials

Course Title: English Language Development 3 (ELD 3)

Supplemental Books:

- *Vocabulary Power: Practicing Essential Words, Pearson Longman*
- *Word Strategies: Building a Strong Vocabulary, New Readers Press*
- *Penguin Readers, Pearson Longman*
- *Inside Reading: Academic Word List in Context, Oxford University Press*
- *All American Stories, Pearson Longman*
- *Writing In English: Step by Step, Tenaya Press*
- *TEAM Toolkit: Teaching ELLs for Academic Language Mastery 1, 2, 3 Continental Press*
- *The Write Track for English Language Learners, Continental Press*

Teacher Resources:

- ellii (formerly ESL Library)
- ESL Gold
- Everything ESL
- Colorin Colorado
- TEDEd
- YouTube EDU
- EdPuzzle
- Quizlet
- Kahoot
- Kami
- UsingEnglish.com
- TESOL International Association
- Newsela
- Vocabulary.com
- CommonLit
- Khan Academy
- ReadWorks
- Blooket
- Roxeem
- Other various online resources, including Podcasts & Blogs
- Various supplemental texts

Curriculum Scope & Sequence

Planned Course: English Language Development 3 (ELD 3)

Unit: Narrating Our Stories

Time frame: 4 - 5 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 Questions:

- How do stories shape who we are?
- What makes a story meaningful to others?

Essential Content Objectives: At end of the unit, students will be able to:

- Analyze narratives about personal experiences
- Express personal experiences

Essential Language Objectives: At the end of the unit, students will be able to:

- Use sequencing words, descriptive adjectives, and time transitions to narrate personal events in writing and speaking
- Understand and use related academic language / vocabulary
- Identify and use paragraphing for beginning-middle-end, as well as internal dialogue
- Use time connectors
- Use past tense of verbs

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

- Reading:
 - Close readings of short memoirs
 - identify key story elements,
 - Suggested readings: “Fish Cheeks” by Amy Tan, “Names / Nombres” by Julia Alvarez
- Writing:
 - Brainstorming important life events
 - Drafting & revising narratives
- Speaking:
 - Small group brainstorming with guided questioning
 - Partner storytelling
 - Oral language rehearsal before writing
- Listening
 - Listening to model audio narratives
 - Discussing story elements
- Academic Vocabulary Focus -Vocabulary
 - culture
 - memory
 - tradition

- moment
- challenge
- turning point

Extensions:

- “Tell Your Story” Mini Podcast or Video (2-3 minutes) with script
- Written personal narrative with rubrics for structure, detail, and language use

Remediation:

- Repetition / Reteaching of material
- Use of flash cards / pictures / other visuals
- Individual conferencing
- Option to redo assignments and assessments
- Scaffolded assignments
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Instructional Methods

- Direct instruction
- Writing scaffolds (such as sentence starters, paragraph templates)
- Sentence frames for narrative starters; such as:
 - “When I was _____, I remember _____.”
 - “This event changed me because _____.”
- Visual storyboarding with pictures
- Word Banks
- Peer modeling
- Small / whole group instruction with guided questioning
- Drafting time and chunked peer review steps
- Use of graphic organizers such as story map, time-order timeline

Materials & Resources:

- Relevant short memoir excerpts from supplemental books and grade level texts of students
- ellii, formerly ESL Library
- Graphic organizers: Main idea/details chart, Venn diagrams, story map, time-order timeline
- EdPuzzle
- Multilingual glossaries
- Quizlet
- Diffit
- Roxeem
- Other sources as appropriate

Assessments:

- Exit tickets with sentence
- Peer feedback on story maps
- Oral recounting of memory using visuals
- Vocabulary quizzes
- 3 paragraph personal narrative with rubric
- Oral presentation of “life-moments” using visuals

Curriculum Scope & Sequence

Planned Course: English Language Development 3 (ELD 3)

Unit: Informing about our communities

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 Questions:

- What defines a community?
- How can we use language to inform others about who we are and where we come from?

Essential Content Objectives: At end of the unit, students will be able to:

- Explore aspects of community, culture, and information
- Share information through reading and writing

Essential Language Objectives: At the end of the unit, students will be able to:

- Describe familiar topics
- Summarize key details
- Use precise vocabulary
- Topic introduction, supporting facts, conclusion, including transition words

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

- Reading:
 - Analyze texts about community and identity
 - Extract central and supporting details
- Writing
 - Write informative paragraphs / essays about students' own communities and cultures
- Speaking
- Interview peers and present findings about community backgrounds
 - Partner storytelling
 - Discussing story element
- Listening
 - Listening to short audio pieces and complete comprehension tasks
 - Discussing story elements from audio or video
- Academic Language Focus: - Vocabulary
 - community
 - identity
 - culture
 - tradition
 - values
 - diversity

Extensions: Write / present and “All about my Community” slideshow, report, or poster including visuals and descriptions

Remediation:

- Repetition / Reteaching of material
- Use of flash cards / pictures / other visuals
- Individual conferencing
- Option to redo assignments and assessments

Instructional Methods

- Sentence frames for informing, such as
 - “My community is known for _____ .
 - One important tradition in my culture is _____.
- Direct instruction: Topic introduction, supporting facts and conclusion
- Word banks
- Sentence starters, paragraph templates
- Visual storyboarding with pictures
- Graphic organizers with / without visuals
- Small / whole group instruction with guided questioning
- Drafting time and chunked peer review steps

Materials & Resources:

- CommonLit
- Readworks
- Articles about local communities, cultures, or customs
- Infographics or maps about neighborhoods or cultural groups
- Main idea / details charts, various other graphic organizers
- EdPuzzle
- ellii (formerly ESL Library)
- Multilingual Glossaries
- Quizlet
- Diffit
- Roxeem

Assessments:

- Exit tickets with sentence frames as needed
- Paragraph scaffolding and feedback
- Partner Interviews with rubric
- Informational short essay on a community / cultural topic with rubric
- Short presentation with visuals
- Vocabulary quizzes

Curriculum Scope & Sequence

Planned Course: English Language Development 3 (ELD 3)

Unit: Explaining Scientific Ideas

Time frame: 4 weeks

State Standards: WIDA ELD Standards 1, 2, 3

Key Language Uses: Narrate, Inform, Explain, Argue

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential Questions:

- How can we explain scientific ideas clearly and effectively?
- What language helps us describe how things work or why things happen?

Essential Content Objectives: At end of the unit, students will be able to:

- Students will describe scientific processes and technological systems
- Analyze visuals (e.g. diagrams, charts, etc.) and connect them to written and spoken explanations

Essential Language Objectives: At the end of the unit, students will be able to:

- Use sequencing and cause and effect language to explain processes
- Write and speak using content-specific vocabulary and academic sentence structures

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

- Reading
 - Annotating science articles
 - Matching diagrams to descriptions
- Writing
 - “How - it - works?” Explanatory writing
 - Compose paragraphs using visual data
- Speaking
 - Whole group and pair discussions
 - Presenting steps of a process
- Listening:
 - Videos (Ted-Ed, You Tube, or other appropriate media sources) with audio explainers
- Academic Language Focus - Vocabulary
 - process
 - function
 - system
 - cause
 - effect
 - data
 - evidence
 - result

Remediation:

- Repetition / Reteaching of material
- Use of flash cards / pictures / other visuals
- Individual conferencing
- Option to redo assignments and assessments
- Alternate assignments

Instructional Methods

- Sentence frames for informing, such as
 - “The process begins with _____”
 - “As a result of _____, _____ happens.”
 - “This system works by _____”
- Direct instruction: Topic introduction, supporting facts and conclusion
- Transition word banks
- Visual storyboarding with pictures
- Graphic organizers with / without visuals
- Small / whole group instruction with guided questioning
- Small group writing time and chunked peer review steps

Materials & Resources:

- Leveled scientific explanations from Newsela or CommonLit
- Ted-Ed science explainer videos
- Multilingual Glossaries
- ellii (formerly ESL Library)
- EdPuzzle
- Quizlet
- Diffit
- Roxeem

Assessments:

- Exit tickets with sentence frames as needed
- Paragraph scaffolding and feedback
- Peer reviewed paragraph frames with rubric
- Diagram-based presentation with visuals
- Informational short essay on a community / cultural topic with rubric
- “How it Works” Visual with written summary

Planned Course: English Language Development 3 (ELD 3)

Unit: Making a Case

Time frame: 4 weeks

State Standards: WIDA ELD Standards 1, 2, 5, 6

Key Language Uses: Narrate, Explain, Argue

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential Questions:

- How can we use language to express and defend our opinion?
- What makes an argument convincing?

Essential Content Objectives: At end of the unit, students will be able to:

- Analyze multiple perspectives on social issues and develop evidence-based arguments.

Essential Language Objectives:

- Use persuasive language, connect claims with evidence, and engage in oral debates using formal English

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

- Reading: Analyze opposing viewpoints in articles: identify claims and supporting evidence
- Writing: Drafting argumentative essays with counterclaims and rebuttals
- Speaking: Structured debate, whole group and peer discussion of issues
- Listening: Listen to debate recordings, or peer presentation with focus on reasoning and tone
- Academic Language Focus: counterclaim, rebuttal; cohesive devices; transition phrases

Extensions: Position paper on global /community issue with evidence and counterclaim

Remediation:

- Repetition / Reteaching of material
- Use of flash cards / pictures / other visuals
- Individual conferencing
- Option to redo assignments and assessments

Instructional Methods

- Sentence frames for informing, such as
 - “I believe _____ because _____”
 - “Some may argue _____; however, _____”
- Direct instruction: Topic introduction, supporting facts and conclusion
- Group writing scaffolds
- Graphic organizers with / without visuals for concepts and vocabulary
- Small / whole group instruction with guided questioning
- Drafting time and chunked peer review steps
- Oral rehearsal of claims and counterclaims

Materials & Resources:

- Articles on social justice, environmental issues, or team related controversies
- EdPuzzle
- CommonLit
- Quizlet
- Diffit
- Roxel
- Ellii

Assessments:

- Exit tickets with sentence frames as needed
- Paragraph scaffolding and feedback
- Partner Interviews with rubric
- Informational / Formal classroom debate with scaffolded notes
- Short partner presentation with visuals

Curriculum Scope & Sequence

Planned Course: English Language Development 3 (ELD 3)

Unit: Media Literacy and Research

Time frame: 4 weeks

State Standards: WIDA ELD Standards 1 & 2 & 5

Key Language Uses: Inform, Explain

Adopted anchors: WIDA Proficiency Level Descriptors

- Interpretive Communication Mode
- Expressive Communication Mode

Essential Questions:

- How do we evaluate and interpret information from different sources of media?
- What makes a source credible or reliable?

Essential Content Objectives: At end of the unit, students will be able to:

- Evaluate media messages and source credibility
- Conduct basic research using multimedia sources

Essential Language Objectives:

- Summarize multimodal texts using academic vocabulary
- Present research findings in multiple formats

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

- Reading:
 - Evaluate articles for purpose and bias
 - Compare text and video on same or similar topics
- Writing:
 - Take notes on research and summaries
 - Create a multimedial script or slides
- Speaking:
 - Practice presentations with peers
 - Discuss credibility and provide feedback with peers
- Listening:
 - Listen to podcasts or videos and take notes
 - Identify supporting evidence in audios
- Academic Language Focus - Vocabulary
 - media
 - bias
 - credibility
 - purpose
 - format
 - source
 - claim
 - other topic related vocabulary

Extensions: Final research based multimedia presentation

Remediation:

- Repetition / Reteaching of material
- Use of flash cards / pictures / other visuals
- Individual conferencing
- Option to redo assignments and assessments
- Modified versions of assignments

Instructional Methods

- Guided notes with sentence starters and frames
- Direct instruction of necessary content
- Teacher modeling
- Visual storyboarding with pictures
- Graphic organizers with / without visuals
- Small / whole group instruction with guided questioning
- Drafting time and chunked peer review steps

Materials & Resources:

- Relevant media related articles from Newsela, CommonLit and grade level articles
- Relevant news clips or Ted-Ed segments
- Use of Google Scholar for research
- EdPuzzle
- Quizlet
- Diffit
- Roxeem

Assessments:

- Exit tickets with sentence starters & frames as needed
- Source credibility checklist
- Research logs
- Multimedia outline peer review
- Paragraph scaffolding and feedback
- Short visual presentation

Curriculum Scope & Sequence

Planned Course: English Language Development 3 (ELD 3)

Unit: Reflection and Presentation

Time frame: 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 Questions:

- How have I grown as a user of academic English?
- What are my goals for future learning?

Essential Content Objectives: At end of the unit, students will be able to:

- Reflect on their academic English development
- Set future learning goals and present them

Essential Language Objectives:

- Use past tense to narrate progress and describe experiences
- Use future tense and conditional language to express goals

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

- Reading
 - Read model reflections
 - Analyze tone and structure of reflective texts
- Writing
 - Draft written reflection on academic growth
 - Compose letter to future self
- Speaking
 - Prepare and rehearse oral presentations
 - Use visual prompt to share progress
- Listening
 - Listen to peers reflections
 - Reflect on videos or other multimedia
- Academic Language Focus - Vocabulary
 - progress
 - challenge
 - goal
 - reflect
 - improve
 - achieve
 - other appropriate topic related vocabulary

Extensions: Final reflection essay with rubric

Remediation:

- Repetition / Reteaching of material
- Use of flash cards / pictures / other visuals
- Individual conferencing
- Option to redo assignments and assessments
- Modified versions of assignments

Instructional Methods

- Sentence frames for informing, such as
 - “One way I improved was _____”
 - “In the future, I hope to _____”
 - “If I continue practicing, I will _____”
- Goal setting worksheets and personal growth charts
- Reflection timeline with / without visuals
- Visual storyboarding of achieved goals with captions
- Small / whole group instruction with guided questioning
- Drafting time and chunked peer review steps

Materials & Resources:

- Model reflection essays or letters
- Graphic organizers
- EdPuzzle
- Quizlet
- Diffit
- Roxeem

Assessments:

- Reflection exit tickets and journals
- Oral presentation with visuals
- Goal Setting Checklist