

ELD Unit Overview

Humanities Connections

<u>Thematic Unit: Reading</u>	<u>Thematic Unit: Writing</u>	Language
<ul style="list-style-type: none"> Nonfiction reading builds background knowledge that becomes crucial, particularly as scholars begin to read more content-specific language as they progress through the upper elementary and beyond. In this unit, your job is to excite scholars about exploring subjects they are naturally curious about through reading—showing scholars that they can teach themselves anything! You will provide scholars with a toolkit that will allow them to read and understand nonfiction texts. If you do your job well, your scholars will be eager to get their hands on nonfiction books to learn more about what interests them most. It is imperative that ALL your scholars are reading at home and at school. <p style="text-align: center;"><u>Model Texts</u> <i>*The States of Matter</i> <i>*Water All Around</i> <i>*Changing Matter</i></p>	<ul style="list-style-type: none"> Writing End Product: A Lab Notebook with at least 2 research reports. (Informational) Rocketeers will engage in all parts of the scientific method and writing process, as they create Science Reports. As both scientists and writers, they will apply their knowledge of structures and properties of matter and share their findings with an audience. They will also design and carry out a simple experiment to test their hypothesis. <p style="text-align: center;"><u>Writing Rubric</u> <u>G2 U3 Writing Resources</u></p>	<p>Week 12: L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Week 13: L.2.1.F Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>Week 14 & 15: L.2.2.A Capitalize holidays, product names, and geographic names.</p> <p>Week 16: L.2.2.B Use commas in greetings and closings of letters.</p>

How will I assess mastery?

<p>Informal: Our goal is that students will grow at least one language proficiency level each year. Use the ELD proficiency level continuum to ensure mastery of skills at the current ELP and teach towards the next level.</p>	<p>Formal: In addition to achieving a Level 4 on ELPAC, students also need to demonstrate academic achievement.</p>
<p>Tools and Resources:</p> <ul style="list-style-type: none"> ● Conversation Observation ● Standard Mastery for each ELP Level 	<p>Tools and Resources:</p> <ul style="list-style-type: none"> ● End of Unit Project: Writing Rubric ● Weekly Language Board Quiz

Focus Standards

<p>ELD. Part I.10. Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>			
<p>Corresponding CCSS-ELA Standards: W.2.1-8, 10; L.2.1-3, 6</p>			
<p>English Proficiency Level (ELP)</p>	<p>Emerging</p>	<p>Expanding</p>	<p>Bridging</p>
<p>ELD Proficiency Level Continuum <i>(teach toward the next level)</i></p>	<p>Write very short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.</p>	<p>Write short literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.</p>	<p>Write longer literary texts (e.g., a story) and informational texts (e.g., an explanatory text explaining how a volcano erupts) collaboratively with an adult (e.g., joint construction), with peers and independently</p>
<p>Skills to Observe</p>	<ul style="list-style-type: none"> ❑ Write very short literary (e.g., story) and informational texts (e.g., a description of a volcano) collaboratively and sometimes independently* ❑ Use familiar vocabulary* ❑ Develop basic spelling (e.g., high-frequency, common words and regular spelling patterns) and punctuation (e.g., period, question mark) accuracy ❑ Use reference tools (bilingual and in English) to support developmental writing ❑ Develop handwriting (as needed, especially for non-writers and non-alphabetic writers) 	<ul style="list-style-type: none"> ❑ Write short literary and informational texts (collaboratively and with increasing independence)* ❑ Use complete sentences (simple, compound, complex) ❑ Use pre-writing strategies and tools ❑ Use digital writing tools (e.g., word processing, spelling/grammar check) ❑ Develop writing fluency ❑ Develop revision and editing skills ❑ Develop spelling (e.g., irregular spelling patterns) and punctuation (e.g., commas, exclamation point, apostrophe) accuracy 	<ul style="list-style-type: none"> ❑ Write longer literary and informational texts (collaboratively and independently)* ❑ Use complete, concise sentences (compound, complex) ❑ Write fluently and with stamina ❑ Use appropriate register for the writing task, purpose, and audience

ELD.Part II.5 Modifying to Add Details			
Corresponding CCSS-ELA Standards: W.2.5; SL.2.4, 6; L.2.1, 3, 6			
English Proficiency Level (ELP)	Emerging	Expanding	Bridging
ELD Proficiency Level Continuum <i>(teach toward the next level)</i>	Expand sentences with frequently used adverbials (e.g., prepositional phrases, such as at school, with my friend) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.	Expand sentences with a growing number of adverbials (e.g., adverbs, prepositional phrases) to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process with increasing independence.	Expand sentences with a variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) independently.
Skills to Observe	<ul style="list-style-type: none"> ❑ Identify and apply basic prepositional phrases of location (e.g., on, at, in), time (e.g., at, on, before, after), direction (e.g., up, over, down), manner (e.g., with, like, in), cause (e.g., for, by)* ❑ Identify and apply simple adverbs (e.g., very, really) 	<ul style="list-style-type: none"> ❑ Identify and apply a variety of prepositional phrases of location, time, manner, direction, cause, comparison, reference* ❑ Change adjectives to adverbs with -ly to modify verbs (e.g., quietly, slowly) ❑ Modify adjectives with a variety of adverbs (e.g., too hard, very late) 	<ul style="list-style-type: none"> ❑ Modify using adverb phrases (e.g., like the wind, as a mouse)* ❑ Modify using adverbial dependent clauses introduced by subordinating conjunctions (e.g., after he went to the store) ❑ Identify and apply verb-preposition collocations/combinations: a word or phrase that is often used with another word or phrase (word partners), in a way that sounds correct to people who have spoken the language all their lives, but might not be expected from the meaning (agree on [topic], agree with [someone], consist of [something]) ❑ Identify and apply specialized adverbs (e.g., already, yet)

UNIT LAUNCH

Lesson at a Glance	<p>Objective: I can reflect on my language learning and select a new goal for the unit.</p> <p>Purpose: Students will be introduced to the focus standards and big goals of the unit, this process will provide purpose and increase motivation.</p>
Materials and Resources	<ul style="list-style-type: none"> • Teacher Resources • Language Log
[NOTE: Depending on the language level of the group, you will need to adjust the amount of support students need to access content.]	
Connect 2 minutes	<ul style="list-style-type: none"> • Today marks the beginning of a new language unit. I am going to introduce you to the assessment tool for this unit and then you will also have a chance to select a goal that you would like to work towards throughout Unit 3.
Launch	<ul style="list-style-type: none"> • Rubrics are a helpful way to assess our work and set goals. I used rubrics in my college coursework and I even use rubrics to help me develop as a professional educator. We will use a variety of rubrics this year (language, presenting, writing), but today I want you to focus on the language goals for our unit. • Let's get oriented to how our rubric works. The headings across the top help us understand the three different level. The actions below the heading will lead to that score (read the different grades and make sure students understand them). The headings down the side are the different areas you will be scored on for the presentation (read the different grades and make sure students understand them).
Rubric Review & Goal Setting	<p>Review</p> <ul style="list-style-type: none"> • This language rubric is based on frequency or how often you do the target actions: All the time, most of the time, occasionally (sometimes). • Review, unpack, annotate each category (Rubric in Teacher/Student Resources). Help students notice the different keywords in each category. <p>Set a goal</p> <ul style="list-style-type: none"> • Where do you want to be at the end of this unit? • What are some actions that you can practice to reach your goal? • Share goal with the group. <ul style="list-style-type: none"> ◦ <i>I want to work toward _____. To earn this is score, I am going to _____, _____, and _____.</i> <p>Record in Language Log</p> <ul style="list-style-type: none"> • Students use the sentence frame to record goal in language log. Help students record the words they shared verbally.
Feedback & Closing 2 minutes	<ul style="list-style-type: none"> • Stamp Learnings: Remember, you can work towards your goal by practicing the actions every day at school. • Group Feedback: Today, I thought you all did a great job doing _____. Until we meet again, I want to you all try doing _____.

Conversation Observation Tool: *Use this tool to measure progress toward master of each ELD standard, at each ELP level. .*

EL Proficiency Level (ELP)	Emerging	Expanding	Bridging
<p>Focus Standard 1: Part I. 10 Writing</p>	<ul style="list-style-type: none"> ❑ Write very short literary (e.g., story) and informational texts (e.g., a description of a volcano) collaboratively and sometimes independently* ❑ Use familiar vocabulary* ❑ Develop basic spelling (e.g., high-frequency, common words and regular spelling patterns) and punctuation (e.g., period, question mark) accuracy ❑ Use reference tools (bilingual and in English) to support developmental writing ❑ Develop handwriting (as needed, especially for non-writers and non-alphabetic writers) 	<ul style="list-style-type: none"> ❑ Write short literary and informational texts (collaboratively and with increasing independence)* ❑ Use complete sentences (simple, compound, complex) ❑ Use pre-writing strategies and tools ❑ Use digital writing tools (e.g., word processing, spelling/grammar check) ❑ Develop writing fluency ❑ Develop revision and editing skills ❑ Develop spelling (e.g., irregular spelling patterns) and punctuation (e.g., commas, exclamation point, apostrophe) accuracy 	<ul style="list-style-type: none"> ❑ Write longer literary and informational texts (collaboratively and independently)* ❑ Use complete, concise sentences (compound, complex) ❑ Write fluently and with stamina ❑ Use appropriate register for the writing task, purpose, and audience
<p>Focus Standard 2: Part II. 5 Modifying to add details</p>	<ul style="list-style-type: none"> ❑ Identify and apply basic prepositional phrases of location (e.g., on, at, in), time (e.g., at, on, before, after), direction (e.g., up, over, down), manner (e.g., with, like, in), cause (e.g., for, by)* ❑ Identify and apply simple adverbs (e.g., very, really) 	<ul style="list-style-type: none"> ❑ Identify and apply a variety of prepositional phrases of location, time, manner, direction, cause, comparison, reference* ❑ Change adjectives to adverbs with -ly to modify verbs (e.g., quietly, slowly) ❑ Modify adjectives with a variety of adverbs (e.g., too hard, very late) 	<ul style="list-style-type: none"> ❑ Modify using adverb phrases (e.g., like the wind, as a mouse)* ❑ Modify using adverbial dependent clauses introduced by subordinating conjunctions (e.g., after he went to the store) ❑ Identify and apply verb-preposition collocations/combinations ❑ Identify and apply specialized adverbs (e.g., already, yet)

ELD Observation Tool: *Record notes about group trends or individual student skills.*

Emerging	Expanding	Bridging

Lesson 1:

Lesson at a Glance	<p>Objective: I can summarize information shared in an academic presentation, by listening, taking notes, and discussing information with a partner.</p> <p>Purpose: Students will experience a presentation as an audience member.</p>
Materials and Resources	<ul style="list-style-type: none"> • Teacher Resources • Language Log
<p>[NOTE: Depending on the language level of the group, you will need to adjust the amount of support students need to access content.]</p>	
Launch 2 minutes	<ul style="list-style-type: none"> • Today we are going to develop our language skills by engaging in a task called Text Reconstruction. This process is going to stretch over the next five lessons, so it's important that you come to school everyday so you don't miss an important step.
Activity 12 minutes	<p>Vocabulary</p> <ul style="list-style-type: none"> • Before we start I want to introduce you to some important vocabulary words that you will hear today. <ul style="list-style-type: none"> ○ Introducing a new word sequence: Say the word/phrase. Show or point to the picture. Have students repeat the word. ○ Define each word.. <p>Read and Listen:</p> <ul style="list-style-type: none"> • I am going to read you a short passage and you are going to do your best to listen to the words I say. It's important that you actively listen, because eventually you are going to recreate the passage that I read to you. <ul style="list-style-type: none"> ○ <i>Read the passage fluently and at a normal reading rate. Do not pause, repeat, or over emphasize certain words.</i> <p>Read and Take Notes:</p> <ul style="list-style-type: none"> • I am going to read the passage again and you are going to take notes to help you remember what I said. <ul style="list-style-type: none"> ○ <i>Read the passage fluently and at a normal reading rate. Do not pause, repeat, or over emphasize certain words.</i> <p>Share with a Partner:</p> <ul style="list-style-type: none"> • Your partner may have taken notes or remember a detail that you missed. You are going to share your notes with a partner and your partner will record them. <ul style="list-style-type: none"> ○ <i>Help students problem solve and negotiate their sharing. Do not repeat or give students information from passage.</i> <p><i>The next time that we meet, you will get to hear the passage one more time. Then you will work together as a group to recreate the passage.</i></p>
Post Lesson/ Closing 2 minutes	<p>Reflect: What was challenging about today's activity? What language skills did you use? What do you want to make sure you do next time?</p> <p>Group Feedback: One thing that all of you did well today was _____. Next time, I think we can try doing _____ to help us reach our goals.</p>

Conversation Observation Tool: *Use this tool to measure progress toward master of each ELD standard, at each ELP level. .*

EL Proficiency Level (ELP)	Emerging	Expanding	Bridging
<p>Focus Standard 1: Part I. 10 Writing</p>	<ul style="list-style-type: none"> ❑ Write very short literary (e.g., story) and informational texts (e.g., a description of a volcano) collaboratively and sometimes independently* ❑ Use familiar vocabulary* ❑ Develop basic spelling (e.g., high-frequency, common words and regular spelling patterns) and punctuation (e.g., period, question mark) accuracy ❑ Use reference tools (bilingual and in English) to support developmental writing ❑ Develop handwriting (as needed, especially for non-writers and non-alphabetic writers) 	<ul style="list-style-type: none"> ❑ Write short literary and informational texts (collaboratively and with increasing independence)* ❑ Use complete sentences (simple, compound, complex) ❑ Use pre-writing strategies and tools ❑ Use digital writing tools (e.g., word processing, spelling/grammar check) ❑ Develop writing fluency ❑ Develop revision and editing skills ❑ Develop spelling (e.g., irregular spelling patterns) and punctuation (e.g., commas, exclamation point, apostrophe) accuracy 	<ul style="list-style-type: none"> ❑ Write longer literary and informational texts (collaboratively and independently)* ❑ Use complete, concise sentences (compound, complex) ❑ Write fluently and with stamina ❑ Use appropriate register for the writing task, purpose, and audience
<p>Focus Standard 2: Part II. 5 Modifying to add details</p>	<ul style="list-style-type: none"> ❑ Identify and apply basic prepositional phrases of location (e.g., on, at, in), time (e.g., at, on, before, after), direction (e.g., up, over, down), manner (e.g., with, like, in), cause (e.g., for, by)* ❑ Identify and apply simple adverbs (e.g., very, really) 	<ul style="list-style-type: none"> ❑ Identify and apply a variety of prepositional phrases of location, time, manner, direction, cause, comparison, reference* ❑ Change adjectives to adverbs with -ly to modify verbs (e.g., quietly, slowly) ❑ Modify adjectives with a variety of adverbs (e.g., too hard, very late) 	<ul style="list-style-type: none"> ❑ Modify using adverb phrases (e.g., like the wind, as a mouse)* ❑ Modify using adverbial dependent clauses introduced by subordinating conjunctions (e.g., after he went to the store) ❑ Identify and apply verb-preposition collocations/combinations ❑ Identify and apply specialized adverbs (e.g., already, yet)

ELD Observation Tool: *Record notes about group trends or individual student skills.*

Emerging	Expanding	Bridging

Lesson 2

Lesson at a Glance	<p>Objective: We can generate ideas as we make a plan for our shared text about the _____ (refer to the text used in Lesson 1)</p> <p>Purpose: Students can work collaboratively to produce a text that shows their growing knowledge and language skills.</p>
Materials and Resources	<ul style="list-style-type: none"> ● Teacher Resources (Type the Group Paragraph in a new slide, have students help as much as possible) ● Language Log
[NOTE: Depending on the language level of the group, you will need to adjust the amount of support students need to access content.]	
Launch 2 minutes	<ul style="list-style-type: none"> ● Today we are going to start the next phase of our Text Reconstruction project. Last time we met, you heard a passage about _____ twice, took notes, and shared them with a partner. Let's jump into the next phase.
Activity 12 minutes	<p>Reread the passage:</p> <ul style="list-style-type: none"> ● Take out your notes and listen to the passage one last time. If anything is missing from your notes, this is the best time to make sure it's written down. (Praise students who showed effort in listening). <p>Group Share:</p> <ul style="list-style-type: none"> ● You are going to work together as a group to write the passage that I read to you. Start at the beginning and work together to include as many details as possible. ● Before you start, what are some things you could say or do if your group has a problem or needs help? (example: take turns, listen, respectfully disagree, share, invite each other to participate, etc.) ● Let students work together and negotiate the rewriting of the paragraph. Support by: <ul style="list-style-type: none"> ○ Prompting students to use already agreed upon speaking and writing norms. ○ Reinforcing actions that are helpful and/or demonstrate language proficiency. <p>Reread and Quick Revise: <i>ALL STUDENTS SHOULD HAVE WRITTEN DOWN THE AGREED UPON TEXT.</i></p> <ul style="list-style-type: none"> ● Great writers already re-read their work. Let's read this passage as a group. Once we are done you can make revisions if needed. <ul style="list-style-type: none"> ○ Read the passage as a group. ○ Is there anything that you would like to add, delete, or move?
Post Lesson/ Closing 2 minutes	<p>Reflect: What was challenging about today's activity? What language skills did you use? What do you want to make sure you do next time?</p> <p>Group Feedback: One thing that all of you did well today was _____. Next time, I think we can try doing _____ to help us reach our goals</p>

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EL Proficiency Level (ELP)	Emerging	Expanding	Bridging
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<p>Focus Standard 2: Part II. 5 Modifying to add details</p>	<ul style="list-style-type: none"> ❑ Identify and apply basic prepositional phrases of location (e.g., on, at, in), time (e.g., at, on, before, after), direction (e.g., up, over, down), manner (e.g., with, like, in), cause (e.g., for, by)* ❑ Identify and apply simple adverbs (e.g., very, really) 	<ul style="list-style-type: none"> ❑ Identify and apply a variety of prepositional phrases of location, time, manner, direction, cause, comparison, reference* ❑ Change adjectives to adverbs with -ly to modify verbs (e.g., quietly, slowly) ❑ Modify adjectives with a variety of adverbs (e.g., too hard, very late) 	<ul style="list-style-type: none"> ❑ Modify using adverb phrases (e.g., like the wind, as a mouse)* ❑ Modify using adverbial dependent clauses introduced by subordinating conjunctions (e.g., after he went to the store) ❑ Identify and apply verb-preposition collocations/combinations ❑ Identify and apply specialized adverbs (e.g., already, yet)

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Emerging	Expanding	Bridging

Lesson 3

Lesson at a Glance	<p>Objective: Students analyze words in their paragraph to determine their part of speech.</p> <p>Purpose: Students will break down the paragraph into parts (words) and then put the parts together to make a new whole (sentence).</p>
Materials and Resources	<ul style="list-style-type: none"> • Teacher Resources (Make a copy of the typed version of the group paragraph) • Language Log
<p>[NOTE: Depending on the language level of the group, you will need to adjust the amount of support students need to access content.]</p>	
Launch 2 minutes	<p>In our last two meetings we have developed as language learners through listening, speaking, reading, and writing. I am impressed by how you have worked together so complete a very challenging task. Today we are going to dive even deeper!</p>
Activity 12 minutes	<p>Reread</p> <ul style="list-style-type: none"> • Reread the student created paragraph and revise if needed. • Prompt students for self-monitoring: Does our paragraph makes sense? Look right? Sounds right? <p>Identify Parts of Speech:</p> <ul style="list-style-type: none"> • Review parts of speech and their definitions. (Direct students to any resources/charts in the room that may be useful) • Introduce the noun (topic from their paragraph). • Starting with verbs. Read each sentence to see if you can locate an verbs that connects to the noun. When located, add to the chart. Repeat process in the following order: adjectives, adverbs, and prepositional phrases. <p>Connect and Extend:</p> <ul style="list-style-type: none"> • Based on what we know about this topic, are there any additional words that we can add to our chart? <ul style="list-style-type: none"> ◦ Work together to identify the part of speech. ◦ Example: Are there other adjectives that we can use think of that describe ___? <p>Put it all together:</p> <ul style="list-style-type: none"> • We are going to have an expert conversation about _____. Let's try to put together words from each part of speech to make new sentences about our topic.
Post Lesson/ Closing 2 minutes	<ul style="list-style-type: none"> • Reflect: What was challenging about today's activity? What language skills did you use? What do you want to make sure you do next time? • Group Feedback: One thing that all of you did well today was _____. Next time, I think we can try doing _____ to help us reach our goals

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<p>Focus Standard 2: Part II. 5 Modifying to add details</p>	<ul style="list-style-type: none"> ❑ Identify and apply basic prepositional phrases of location (e.g., on, at, in), time (e.g., at, on, before, after), direction (e.g., up, over, down), manner (e.g., with, like, in), cause (e.g., for, by)* ❑ Identify and apply simple adverbs (e.g., very, really) 	<ul style="list-style-type: none"> ❑ Identify and apply a variety of prepositional phrases of location, time, manner, direction, cause, comparison, reference* ❑ Change adjectives to adverbs with -ly to modify verbs (e.g., quietly, slowly) ❑ Modify adjectives with a variety of adverbs (e.g., too hard, very late) 	<ul style="list-style-type: none"> ❑ Modify using adverb phrases (e.g., like the wind, as a mouse)* ❑ Modify using adverbial dependent clauses introduced by subordinating conjunctions (e.g., after he went to the store) ❑ Identify and apply verb-preposition collocations/combinations ❑ Identify and apply specialized adverbs (e.g., already, yet)

ELD Observation Tool: *Record notes about group trends or individual student skills.*

Emerging	Expanding	Bridging

Lesson 4

Lesson at a Glance	<p>Objective: I can write a paragraph that includes both simple and compound sentences about a scientific topic. Purpose: Students will apply their knowledge of sentence types to identify the different types of sentences in their paragraphs. If they find that only simple sentences were used, they will look for opportunities to revise and create compound sentences.</p>
Materials and Resources	<ul style="list-style-type: none"> • Teacher Resources (Make a copy of the student text in the slide deck) • Language Log
[NOTE: Depending on the language level of the group, you will need to adjust the amount of support students need to access content.]	
Launch 2 minutes	<ul style="list-style-type: none"> • In our Language groups you have become experts on _____ and in our thematic unit you are writing your science reports. Both of these types of writing are informational texts. Today we are going to use compound sentences to improve our writing.
Activity 12 minutes	<p>Review simple and compound sentences.</p> <ul style="list-style-type: none"> • Use the anchor chart from the language block. <p>Analyze Paragraph</p> <ul style="list-style-type: none"> • Using the collaborative paragraph. Read each sentence. • Help students identify each sentence as simple or compound. • If needed, you can introduce complex sentences (a sentence containing a subordinate clause or clauses.) <p>Reflect and Revise 1: Collaborative Paragraphs</p> <ul style="list-style-type: none"> • What type of sentences did we use the most as we are writing. • Are there any simple sentences that we can combine to create compound sentences. <p>Reflect and Revise 2: Science Lab Reports.</p> <ul style="list-style-type: none"> • Science writers are concise and only include valuable information. • If time, repeat the reflect and revise process with their individual lab reports. <ul style="list-style-type: none"> ○ <i>What type of sentences did we use the most as we are writing.</i> ○ <i>Are there any simple sentences that we can combine to create compound sentences.</i>
Post Lesson/ Closing 2 minutes	<ul style="list-style-type: none"> • Reflect: What was challenging about today's activity? What language skills did you use? What do you want to make sure you do next time? • Group Feedback: One thing that all of you did well today was _____. Next time, I think we can try doing _____ to help us reach our goals

Conversation Observation Tool: *Use this tool to measure progress toward master of each ELD standard, at each ELP level. .*

EL Proficiency Level (ELP)	Emerging	Expanding	Bridging
<p>Focus Standard 1: Part I. 10 Writing</p>	<ul style="list-style-type: none"> ❑ Write very short literary (e.g., story) and informational texts (e.g., a description of a volcano) collaboratively and sometimes independently* ❑ Use familiar vocabulary* ❑ Develop basic spelling (e.g., high-frequency, common words and regular spelling patterns) and punctuation (e.g., period, question mark) accuracy ❑ Use reference tools (bilingual and in English) to support developmental writing ❑ Develop handwriting (as needed, especially for non-writers and non-alphabetic writers) 	<ul style="list-style-type: none"> ❑ Write short literary and informational texts (collaboratively and with increasing independence)* ❑ Use complete sentences (simple, compound, complex) ❑ Use pre-writing strategies and tools ❑ Use digital writing tools (e.g., word processing, spelling/grammar check) ❑ Develop writing fluency ❑ Develop revision and editing skills ❑ Develop spelling (e.g., irregular spelling patterns) and punctuation (e.g., commas, exclamation point, apostrophe) accuracy 	<ul style="list-style-type: none"> ❑ Write longer literary and informational texts (collaboratively and independently)* ❑ Use complete, concise sentences (compound, complex) ❑ Write fluently and with stamina ❑ Use appropriate register for the writing task, purpose, and audience
<p>Focus Standard 2: Part II. 5 Modifying to add details</p>	<ul style="list-style-type: none"> ❑ Identify and apply basic prepositional phrases of location (e.g., on, at, in), time (e.g., at, on, before, after), direction (e.g., up, over, down), manner (e.g., with, like, in), cause (e.g., for, by)* ❑ Identify and apply simple adverbs (e.g., very, really) 	<ul style="list-style-type: none"> ❑ Identify and apply a variety of prepositional phrases of location, time, manner, direction, cause, comparison, reference* ❑ Change adjectives to adverbs with -ly to modify verbs (e.g., quietly, slowly) ❑ Modify adjectives with a variety of adverbs (e.g., too hard, very late) 	<ul style="list-style-type: none"> ❑ Modify using adverb phrases (e.g., like the wind, as a mouse)* ❑ Modify using adverbial dependent clauses introduced by subordinating conjunctions (e.g., after he went to the store) ❑ Identify and apply verb-preposition collocations/combinations ❑ Identify and apply specialized adverbs (e.g., already, yet)

ELD Observation Tool: *Record notes about group trends or individual student skills.*

Emerging	Expanding	Bridging

Lesson 5

Lesson at a Glance	<p>Objective: I can work collaboratively in a group to unpack the language of an informational writing rubric.</p> <p>Purpose: Help students understand expectations on complex academic tasks and how to achieve their goals.</p>
Materials and Resources	<ul style="list-style-type: none"> ● Teacher Resources ● Language Log
[NOTE: Depending on the language level of the group, you will need to adjust the amount of support students need to access content.]	
Launch 2 minutes	<ul style="list-style-type: none"> ● We have become science writers and experts on our topic in this unit. Today I want to teach you how to use a valuable tool called a rubric. Scholars and Professionals use rubrics to help them figure out if they are doing a good job.
Activity 12 minutes	<p>Orient to the Rubric:</p> <ul style="list-style-type: none"> ● All of you already used a rubric during this unit. ● Notice how the words in the first column are shaded and in bold text. This let’s us know that these are the categories and parts of the rubric. ● Then, there is information for how you decide how many points are earned. On the writing rubric scores are 0,1,2 and for the language rubric you evaluate yourself using “all the time”, ‘sometimes”, or occasionally. <p>Unpack and paraphrase the components:</p> <ul style="list-style-type: none"> ● Many of the sentences in a rubric are complex and contain a lot of information ● As a group read the each item. ● Ask students if they can paraphrase (What does this sentence mean?) and pot the words from the paragraph into their own words. ● Notice and Annotate Key Words or Clues that students discover along the way. ● Repeat process for each item on rubric. <p>Evaluate:</p> <ul style="list-style-type: none"> ● If time, use the rubric to evaluate your writing projects. ● Use as much evidence as possible and be prepared to share why you assigned a particular score.
Post Lesson/ Closing 2 minutes	<ul style="list-style-type: none"> ● Celebrate: Decide how you want to celebrate (high five, hand shakes, stickers, etc). ● Group Feedback: One thing that all of you did well today was _____. Next time, I think we can try doing _____ to help us reach our goals

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<p>Focus Standard 2: Part II. 5 Modifying to add details</p>	<ul style="list-style-type: none"> ❑ Identify and apply basic prepositional phrases of location (e.g., on, at, in), time (e.g., at, on, before, after), direction (e.g., up, over, down), manner (e.g., with, like, in), cause (e.g., for, by)* ❑ Identify and apply simple adverbs (e.g., very, really) 	<ul style="list-style-type: none"> ❑ Identify and apply a variety of prepositional phrases of location, time, manner, direction, cause, comparison, reference* ❑ Change adjectives to adverbs with -ly to modify verbs (e.g., quietly, slowly) ❑ Modify adjectives with a variety of adverbs (e.g., too hard, very late) 	<ul style="list-style-type: none"> ❑ Modify using adverb phrases (e.g., like the wind, as a mouse)* ❑ Modify using adverbial dependent clauses introduced by subordinating conjunctions (e.g., after he went to the store) ❑ Identify and apply verb-preposition collocations/combinations ❑ Identify and apply specialized adverbs (e.g., already, yet)

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Unit Landing

Lesson at a Glance	<p>Objective: I can reflect on my learning and set a new goal.</p> <p>Purpose: Students have accomplished a lot in this Unit, but as learners we are always looking for ways to grow. Help them set a goal that they can take into the next unit.</p>
Materials and Resources	<ul style="list-style-type: none"> • Teacher Resources • Language Log
<p>[NOTE: Depending on the language level of the group, you will need to adjust the amount of support students need to access content.]</p>	
Launch 2 minutes	<ul style="list-style-type: none"> • I am so proud of all of the progress that we have made as a group. Today we are going to celebrate all of the work we did and language learners and set a new language goal.
Guided Practice 5 minutes	<p>Revisit the Unit Tasks</p> <ul style="list-style-type: none"> • Let's start by remembering all of the different tasks we completed during the unit. <p>Group Reflection</p> <ul style="list-style-type: none"> • Let's reflect and think about our language skills. On the last page of your language log you will find the presentation rubric. There are many skills that we worked on over the last few weeks. <ul style="list-style-type: none"> ○ Point to and Read the skills. • When I think about the group, I would say that all of you have improved in the ____ category. As you prepare for your next presentation, you should work on ____.
Discourse 8 minutes	<p>Individual Reflections</p> <ul style="list-style-type: none"> • Now it's your turn to reflect on your language skills. • I want you to think about where you are in each category. <ul style="list-style-type: none"> ○ Give students time to go skill by skill. • Remember if there is anything else you really want to work on, there is still time before our thematic unit presentations. • Students record their final reflections and share with the group <ul style="list-style-type: none"> ○ <i>One thing I did well is I am going to continue to practice</i>
Post Lesson/ Closing 2 minutes	<ul style="list-style-type: none"> • Congratulations! We just finished our 3rd ELD Unit. Make sure you share your language log with your family, so they can celebrate your growth as a language learner.

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You reached the end of ELD Unit 3!

Do you have additional days remaining in your thematic unit? Work with your coach to determine the best way to target instruction for your ELL students.

- Focus on collaborative conversations on a range of social or academic topics.
- Repeat a lesson that students struggled with.
- Repeat a lesson using a different text.
- Corrective instruction on a Language Standard (use Language Board data)

Looking for ways to improve ELD practices at Rocketship?

- Complete the [ELD Feedback Survey](#)
- Share pictures of completed charts and students work.

Looking for additional development opportunities in ELD?

- Check out the [Rocketship ELD Website](#)