

Unit: Nonfiction	
Content Area: ESL	
Grade Level:1-2	
Unit Summary:	
<p>The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language to produce nonfiction writing in English for students in first and second grade. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The mentor text, <i>The Great White Shark and The Sonoran Desert</i> from <i>Big Book of Mentor Texts</i> acts as a model to show students the structure and features of nonfiction writing. Students will observe features in the mentor text that will help them write their own nonfiction. They will also be reading a variety of nonfiction texts to identify the main idea and supporting key details, while identifying text features. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.</p>	
Recommended Pacing:	
December-February	
State Standards Addressed:	
WIDA	
Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting.	
Standard 2 – Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.	
Standard 3 – Language of Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.	
Standard 4 – Language of Science English language learners communicate information, ideas and concepts necessary for academic success in the	

content area of science.
Standard 5 – Language of Social Studies English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.
<b>Reading</b>
<b>RI.1.1</b> Ask and answer questions about key details in a text.
<b>RI.1.2</b> Identify the main topic and retell key details of a text.
<b>RI.1.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
<b>RI.1.7</b> Use the illustrations and details in a text to describe its key ideas.
<b>RI.1.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<b>RF.1.2.A</b> Distinguish long from short vowel sounds in spoken single-syllable words.
<b>RF.1.2.B</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
<b>RF.1.2.C</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
<b>RF.1.3.B</b> Decode regularly spelled one-syllable words.
<b>RF.1.3.C</b> Know final -e and common vowel team conventions for representing long vowel sounds.
<b>RI.2.1</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
<b>RI.2.2</b> Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
<b>RI.2.4</b> Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
<b>RI.2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
<b>RI.2.9</b> Compare and contrast the most important points presented by two texts on the same topic.
<b>RF.2.3.A</b> Know spelling-sound correspondences for common vowel teams
<b>RF.2.3.B</b> Decode regularly spelled two-syllable words with long vowels.
<b>RF.2.3.C</b> Decode words with common prefixes and suffixes.
<b>RF.2.3.D</b> Identify words with inconsistent but common spelling-sound correspondences.
<b>RF.2.3.E</b> Recognize and read grade-appropriate irregularly spelled words.

<b>Writing</b>
<b>W.1.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
<b>W.2.2</b> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<b>Speaking &amp; Listening</b>
<b>SL.1.1.A</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.1.1.B</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
<b>SL.1.1.C</b> Ask questions to clear up any confusion about the topics and texts under discussion.
<b>SL.1.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
<b>SL.1.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
<b>SL.1.4</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
<b>SL.1.5</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
<b>SL.1.6</b> Produce complete sentences when appropriate to task and situation.
<b>SL.2.1.A</b> Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>SL.2.1B</b> Build on others' talk in conversations by linking their comments to the remarks of others.
<b>SL.2.1C</b> Ask for clarification and further explanation as needed about the topics and texts under discussion.
<b>SL.2.2</b> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
<b>SL.2.3</b> Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
<b>Language</b>

<b>L.1.1.A</b> Print all upper- and lowercase letters.
<b>L.1.1.D</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
<b>L.1.1.E</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
<b>L.1.1.F</b> Use frequently occurring adjectives.
<b>L.1.1.G</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because). <b>L.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>L.1.2.D</b> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
<b>L.1.2.E</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
<b>L.1.5.A</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
<b>L.2.1.C</b> Use reflexive pronouns (e.g., myself, ourselves).
<b>L.2.1.D</b> Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
<b>L.2.1.E</b> Use adjectives and adverbs, and choose between them depending on what is to be modified.
<b>L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Technology Standards and 21st Century Practices</b>
<b>9.2 Career Awareness, Exploration, and Preparation</b> This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
<b>Stage 1 - Desired Results</b>
<b>Transfer</b>
<b><i>Students will be able to independently use their learning to...</i></b> Express personal wants and needs through gestures, visual support, use of native language Attend to speaker to demonstrate understanding of routines and directions Gain meaning from both oral and written text Convey meaning through both oral and written language

Meaning
<p><b>UNDERSTANDINGS</b>  <i>Students will understand that ...</i>  They can use a variety of ways to communicate.  Readers can use texts to gain meaning of words.  Readers can identify the main idea and supporting key details in nonfiction texts to support understanding.  They actively listen to gain understanding by asking questions, repeating words/phrases, and participating.  Writers can use schema, texts, pictures to assist with writing.</p>
<p><b>ESSENTIAL QUESTIONS</b>  How can I communicate in school?  How can I become a reader?  How can I comprehend my reading?  How can I listen for understanding?  How can I become a writer?</p>
Acquisition
<p><i>Students will know ....</i>  Every day vocabulary.  Domain specific vocabulary.  Parts of speech.  Letter sounds and spelling patterns.  Phonemic Awareness.</p>
<p><i>Students will be skilled at ...</i>  Identifying how letter sounds and spelling patterns work to help them read.  Identifying concepts of print.  Synthesizing information across texts using visuals/oral language.  Identifying text features.  Identifying the main idea and supporting details.  Classifying vocabulary.  Classifying parts of speech.  Illustrating /writing nonfiction.  Editing their own writing.</p>
Stage 2 - Evidence
<p><b>PERFORMANCE TASK(S):</b>  Based on their ELP level students will create nonfiction pieces through illustrations, labeling, words or sentences.</p>
<p><b>OTHER EVIDENCE:</b>  Checking for understanding through the use of:</p>

WIDA Rubrics for the domains  
Teacher Prompts  
Informal teacher observations

### Stage 3 - Learning Plan

**Listening:**

- Point to pictures of domain specific vocabulary
- Listen to a nonfiction read aloud
- Point to text features to show understanding of the text
- Following modeled multis-step directions
- Classify objects by descriptive oral statements
- Sequencing a series of oral statements using pictures

**Speaking:**

- Use pronouns when sharing prior knowledge of nonfiction information
- Activating Schema about nonfiction
- Identify familiar nouns found in nonfiction text features
- Ask questions for social & academic purposes
- Participate in groups songs, chants or poems, class discussions
- Communicate what they are reading with their peers/teacher

**Reading:**

- Matching/labeling icons, symbols and environmental print
- Matching phrases and sentences to pictures
- Concepts of print
- Phonemic Awareness
- Take a picture walk to activate schema
- Use pictures to help understand academic vocabulary
- Identify the main idea(s) and key supporting details in a nonfiction text
- Read decodable stories to practice fluency and build comprehension
- Synthesis information across texts

**Writing:**

- Dictate nonfiction information scribed by teacher
- Describe familiar nonfiction information by dictating, drawing, labeling or writing
- Finish sentence teacher begins
- Copy written language
- Use graphic organizers to present information
- Use graphic organizers to compare and contrast nonfiction information
- Form simple sentences using word/phrase bank or pictures
- Produce nonfiction writing by drawing, labeling, and/or writing
- Include text features

## Core Materials and Resources:

Foundations

Readers & Writer's Workshop Units of Study

WIDA Writing Rubric

Reading A-Z <https://www.readinga-z.com/>

Heinemann Explorations in Nonfiction Writing

WIDA Can Do Descriptors

<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>

Visuals (pictures)

Graphic Organizers

## Differentiation:

### ***English Language Learners -***

Retell content information in easier English

Use simple sentence structure (verb-subject-object) as needed

Use high frequency words

Avoid negative phrasing such as all, but, except

Actively help students build connections and associations in order to access background knowledge or previously taught information

Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)

Provide supports in English and home language

Utilize Google translate

Always write assignments on the board

Modify assignments (fewer questions or fewer vocabulary)

Provide audio books

Provide concrete examples of vocabulary words through the use of visuals

Model Think Alouds to increase student comprehension

Directly teach learning strategies

Provide extended wait time

Provide small group instruction

Provide preferential seating

Provide oral reading of test questions in English

Provide oral reading of reading passages in English

Provide extended time

Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

WIDA Can Do Descriptors

**504 -**

**Environmental Strategies**

Provide a structured learning environment  
Possible adapting of non-academic times such as lunch, recess, and physical education  
Change student seating  
Alter location or personal or classroom supplies for easier access or to minimize distraction  
Provide sensory breaks  
Provide a written or picture schedule

**Presentation Strategies**

Record lessons so the student can review  
Use computer-aided instruction and other audiovisual equipment  
Select alternative textbooks, workbooks, or provide audio books  
Highlight main ideas and supporting details in the book  
Vary the method of lesson presentation using multi-sensory techniques  
Ask student to repeat/paraphrase context to check understanding  
Simplify and repeat instructions  
Vary instructional pace  
Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"  
Reinforce study skill strategies (survey, read, recite, review)  
Pre-teach and/or re-teach important concepts  
Prepare advanced organizers/study guides for new material

**Behavioral Strategies**

Use behavioral management techniques consistently within a classroom and across classes  
Implement behavioral/academic contracts  
Utilize positive verbal and/or nonverbal reinforcements  
Utilize logical consequences  
Establish a home/school communication system for behavior monitoring  
Cooperatively generate rules and consequences for classroom behavior  
Reinforce self-monitoring and self-recording of behaviors

**Organizational Strategies**

Model and reinforce organizational systems (i.e. color-coding)  
Write out homework assignments, check student's recording of assignments  
Set time expectations for assignments  
Provide clues such as clock faces indicating beginning and ending times  
Teach study/organizational skills  
Evaluation Methods  
Limit amount of material presented on page  
Provide a sample or practice test  
Provide for oral testing  
Provide tests in segments so that student hands in one segment before receiving the next part  
Provide personal copy of test tools and allow for color-coding/highlighting  
Adjust time for completion



Modify weights of tests when grading

***Special Education -***

Seat student near model (student/teacher)

Preferential seating

Use a highlight marker to identify key words, phrases, or sentences for student to read

Provide manipulatives for student to use in solving math problems

Deliver directions or explanations orally and in writing

Chunk tasks

Buddy in class to assist and clarify

Provide specific guidelines for prewriting

Provide mnemonic devices

Repeat major points of information

Modify assignments (fewer questions or fewer vocabulary)

Provide visual cues (posters, number lines, gestures, use of technology)

Provide study guides

Pre-teach new vocabulary and key words

Use advance organizers

Allow for frequent breaks (sensory/brain)

Be aware of student's preferred learning style and provide matching instruction materials

***Students At-Risk -***

Provide a structured learning environment

Provide sensory breaks

Change student seating

Select alternative textbooks, workbooks, or provide audio books

Vary the method of lesson presentation using multi-sensory techniques

Provide small group or individual instruction

Reinforce the use of compensatory strategies

Reinforce self-monitoring and self-reflecting strategies

Buddy in class to assist and clarify

Actively help students build connections and associations in order to access background knowledge or previously taught information

Directly teach learning strategies

Repeat major points of information

Provide visual cues (posters, number lines, gestures, use of technology)

***Gifted and Talented -***

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advance or complex concepts, abstractions, and materials

Provide content that is thematic, broad based, and integrative rather than just single-subject areas

Provide opportunities to generalize, integrate, and apply ideas to content

Encourage students to move through content at their own pace

Provide enrichment activities for content such as critical thinking, problem finding, and problem solving  
Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery  
Require students to think about topics in more abstract and complex ways  
Activity selection should be based on student interests and encourage self directed learning  
Align objectives with Bloom's Taxonomy  
Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world  
Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas  
Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.