



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

ESL English 3

Course Description:

The curriculum for this course is developed from the [WIDA English Language Development Standards](#) and the [WIDA Can-Do Descriptors](#). This course is offered to all English Language Learners (ELL) who have indicated another language is spoken at home and have shown an English language need through a language screening. Parents are allowed to accept or refuse ELL services. The information in this course will prepare ELLs for academic tasks in the areas of listening, speaking, reading and writing through the focus of content area vocabulary and content specific reading strategies. Students will be exposed to and practice skills related to: reading informational text, writing, speaking and listening, and language. Grades are determined by quizzes, tests, projects and daily work. The information in this course overview outlines what students should understand and be able to do by the end of the year.

Mastery Standards:

English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting

English Language Development Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts

English Language Development Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics

English Language Development Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science

English Language Development Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit	Description of Unit and Learning Targets
<p>Unit Title: Growing Up</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through conversation? • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through written communication? 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Connect Greek and Latin roots and cognates to academic vocabulary words and native language • Use context clues and word parts to understand content area vocabulary • Employ the reading strategies Previewing and Predicting • Identify personification and different points of view in fiction texts • Use adjectives to describe • Combine sentences with the conjunction but • Pronounce words with short a, e, i, o, u • Form positive and negative present tense with regular and irregular verbs • Write descriptive compound sentences/paragraphs employing figurative language

<p>Unit Title: Challenge and Choices</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through conversation? • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through written communication? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Change a word's part of speech by adding common prefixes and suffixes • Use context clues and word parts to understand content area vocabulary • Employ the reading strategy Skimming a text to determine major ideas and Visualizing • Identify and infer purpose of flashback and mood • Write and ask affirmative and negative questions in present and past tense • Use the simple past tense of regular and irregular verbs • Join together words, phrases and sentences using conjunction but • Categorize words into parts of speech to create more coherent sentences • Pronounce words with long vowels, a, e, i, o, u • Write a narrative paragraph using a variety of sentence types
<p>Unit Title: Mysterious Ways</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through conversation? • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through written communication? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Write and speak using synonyms and antonyms to avoid overuse of common words • Use context clues and word parts to understand content area vocabulary • Employ the reading strategy Distinguishing fact and opinion and Using a graphic organizer to compare and contrast • Analyze how suspense moves along a plot • Indicate order of events by verb tense choice, specifically present vs. present progressive • Order adjectives in a group of 3 or more in the correct order • Place adjectives before noun or after verb depending on sentence type • Describe an nouns location by using a preposition; identify the preposition and the verb in a prepositional phrase • Pronounce words with digraphs sh, ph, th; spell and pronounce multisyllabic words ending in -ing • Write a descriptive paragraph using adjectives • Write a series of instructions employing imperative verb tense and signal phrases
<p>Unit Title: Conflict</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through conversation? • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Use and understand common idioms found in phrasal verbs and collocations • Use context clues and word parts to understand content area vocabulary • Employ the reading strategy Noting Causes and Effects and Analyzing Historical Context • Identify rhyme schemes in poetry and songs • Employ imagery to increase understanding of descriptive prose • Join together words, phrases and sentences using the conjunction so • Use pronoun referents in a series of related sentences

<ul style="list-style-type: none"> • How can I use social and academic English to demonstrate understanding of classroom content through written communication? 	<ul style="list-style-type: none"> • Form and ask wh-questions • Show possession using possessives with apostrophes • Pronounce words with digraphs wh, ng and ch, tch • Write a cause-and-effect paragraph • Write a historical report on a topic related to the unit's theme
<p>Unit Title: We Can Be Heroes</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through conversation? • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through written communication? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Connect Greek and Latin roots and cognates to academic vocabulary words and native language • Use context clues and word parts to understand content area vocabulary • Employ the reading strategies Making Inferences and Visualizing • Analyze setting and how it contributes to the plot and the author's purpose • Compare and contrast nouns and verbs using comparative/superlative adjectives and adverbs • Analyze the use of passive voice in historical documents • Pronounce the digraphs wr, kn and r controlled vowels • Argue for or against a topic using learned signal phrases for the argumentative genre • Write a biography using time phrases • Write a review of a multimedia resource
<p>Unit Title: Look Into the Future</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How can I apply listening comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through conversation? • How can I apply decoding and reading comprehension strategies to social and academic situations to improve my English language skills? • How can I use social and academic English to demonstrate understanding of classroom content through written communication? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • Use word origins to determine word meanings • Use context clues and word parts to understand content area vocabulary • Employ the reading strategies Summarizing and Reading for Enjoyment • Analyze dialogue and describe how it furthers the plot and the author's purpose • Differentiate between the use of will for the future and be going to for the future • Ask and answer yes/no and informational questions in the past, present and future tenses • Punctuate using a comma in a series, dates, greetings and closing, dialogue, before a conjunction and after a dependent clause • Pronounce words with diphthong ou, ow, oy, oi and the schwa • Write notes for a research report • Make a sentence outline • Write a research report • Cite sources correctly using MLA formatting