



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	ESL Second Grade- Bells					
Grade Level(s):	Grade Two					
Duration:	Full Year:	X	Semester:		Marking Period:	
Course Description:	<p>The English as a Second Language program is designed to improve the receptive and expressive English communication skills of the English learners of Bells Elementary School. Since we welcome students from a wide variety of nations with varying degrees of English proficiency instruction is individualized and always encompasses aural comprehension, verbal communication, reading, writing and American culture. The English as a Second Language Second Grade Course of Study was developed as a resource to meet the individual needs of the ELs in all four-language domains with a foundation in the content areas. It is a comprehensive standards-based English as a Second Language curriculum that balances the language of Social and Instructional Language, the language of Language Arts and Literacy, the language of Science, and the language of Social Studies. 21st Century skills and Web 2.0 tools are incorporated to ensure greater engagement of the students with the reading selections and activities. Drawing from a bank of informational texts, as well as classic and contemporary literature, students will acquire a wealth of new vocabulary through key words, academic words, and literary words. Explicit instruction in reading strategies will foster reading comprehension skills. Attention to grammar points and the writing process complete the plan and the comprehensive scope of the integrated curriculum. Student progress will be monitored through teacher observation, written assessments, student portfolios and a wide variety of projects and writing tasks evaluated according to individual rubrics. The curriculum is aligned to the NJSLs for Second Grade and the WIDA proficiency guidelines.</p> <p>All ESL students will:</p> <ul style="list-style-type: none">▪ Listen and gain meaning from spoken English from a variety of sources including but not limited to the teacher, classmates, guest speakers, audio recordings, audiovisual presentations, and songs.▪ Speak to express their opinion, share information, question and discuss in person and in recorded situations.▪ Read and gain meaning from all types of written English including but not limited to fiction, nonfiction, essays, poetry, newspaper and magazine articles, editorials, short stories, novels, resource materials and Internet articles.▪ Write to express their opinion, share information, persuade, question and record their memories and thoughts via handwriting and word processing on the computer					
Grading Procedures:	<p>English Learners (EL) have special language acquisition needs which must be addressed through core content instruction as well as instruction in the English as a Second Language (ESL) classroom. To facilitate academic success and development of positive self worth, English Learners shall be entitled to modifications in content and grading as outlined in the following guidelines and in coordination among the English Learner's ESL teacher and his regular classroom teacher(s).</p> <p>Upon an EL's entry into the Washington Township Public Schools, the student will immediately be assessed by the appropriate ESL teacher, who will employ the World Class Instructional Design and Assessment – WIDA Model). Based on the student's performance on the WIDA Model), as well as the student's academic performance,</p>					

reading level in English, NJ State Assessment and/or standardized test results in English, teacher recommendation, and interview with one of our English as a Second Language (ESL) teachers, the student's eligibility to receive instruction in our district's English Language Learner (ELL) program will be determined. The goal of the ESL program is to help children learn English and meet age-appropriate academic standards.

Based on the student's WIDA Model score as well as his/her previous school record, length of time in the United States, and family dynamics, the ESL teacher, the school principal (or his designee) and, if applicable, the student's guidance counselor, will confer with the student's parent(s) to determine the appropriate grade placement and course schedule. In regard to grade placement, it is also imperative that the calendar year of the EL entrant's previous school be considered, since not all school's follow a September to June calendar. In addition, within the first month of arrival or school year, the content teachers, ESL teacher, guidance counselor and CST member (if applicable) will meet to review the education plan of the EL and the WIDA proficiency levels along with the Can Do descriptors and necessary modifications. (Appendix A)

Based on the student's performance on the WIDA Model, the ESL teacher will develop a list of instructional accommodations for implementation by the EL's regular education teacher(s). The ESL teacher will communicate this information in writing and also through an initial meeting with the EL's regular education teacher(s) and guidance counselor.

Recognizing that English Learners are continually developing English proficiency, ESL students may be considered for enrichment if their academic performance indicates successful participation.

So that we may best address the individual needs of each English Learner, the practices outlined above are intentionally flexible, with the ultimate goals being facilitation of the English Learner's positive self worth and promotion of English language development as well as understanding of specific subject matter content.

It is very likely that a student may need modified grading for CORE subjects, such as language arts, math, science, technology education, health or social studies, but not for others, such as art, music or physical education depending on the required reading and writing activities as outlined by the NJSLS.

At least once per marking period, the EL's regular education teacher(s) and his ESL teacher shall communicate in writing (and as much as practicable, in person) in regard to the student's progress toward English language proficiency and understanding of core subject content. Based on those assessments, the teachers may alter the modifications applicable to the specific EL student.

Along with the issuance of a traditional school-issued report card, each EL and his parent(s) shall have complete access to ESL grades on Powerschool to view student progress in the ESL classroom.

It is noted that Kindergarteners receive a standard- based report card. However, please keep in mind these practices below as you rate students along the proficiency continuum as these are practices at the upper levels:

If an EL is capable of earning a "C" or better on our traditional grading scales with prescribed ESL modifications, then the earned letter grade(s) should be issued to the EL. Otherwise, an EL should be issued a passing grade of "P" (instead of a "D")

	<p>if he demonstrates basic understanding of the subject matter, even if his ability to express his understanding in clear and accurate English is limited. If the student's limited English proficiency prevents even basic understanding of subject matter, then the student shall be issued a grade of "LB," representing "language barrier."</p> <p>While a grade of "LB" (Language barrier) may be issued during any quarter, it may only be used as a final grade at the elementary and middle school levels.</p> <p>Whenever an EL's regular education classroom progress is congruent with his level of English language proficiency, he may not be issued a failing grade. In other words, if an EL is sincerely trying his best, then he should not be issued a failing grade.</p> <p>At the same time, an EL who intentionally puts forth no effort may be issued a grade of "F," but only after consultation among the student's ESL and regular education teacher(s) as well as his parent, the school principal (or his designee) and, if applicable the student's guidance counselor. Documentation must be provided that lack of language proficiency is not the cause of the EL's academic failure. In effect, an EL should not be issued a failing grade solely on the basis of lack of language proficiency.</p> <p>In general, an EL's promotion from one grade to the next shall be contingent upon the same promotion guidelines set for by the Board of Education for promotion of regular education students. However, the EL's building principal, ESL teacher, and guidance counselor, if applicable, will also confer with the student's parent(s) to review and consider the student's academic progress and level of language acquisition over the course of the school year.</p> <p>SEE ASSESSMENT SECTION FOR GRADE LEVEL BENCHMARKS</p>
Primary Resources:	<p>Reach C, Cengage National Geographic Series and all digital resources, Heggerty Phonemic Awareness and ELA program (such as Schoolwide, Foundations, Writer's Workshop or current program in use – see Elementary Supervisor for update) and Online Resources: iXL, Razkids, Brainpop ESL, Tumble Books, SeeSaw, and FlipGrid.</p>

Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:	Victoria Nachimson
Under the Direction of:	Rosemarie Armstrong, Supervisor of World Languages and ESL, K-12

Written: _____ August 2020

Revised: _____

BOE Approval: _____

Unit 1 Title: Hello, Neighbor!**Unit Description:**

During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring a variety of fiction and non-fiction texts from REACH Level C Unit 1- Hello, Neighbor! such as Songs, Fiction, Photo-essays, and an internet bulletin related to Literature, Social Studies and Art. The students will engage the text in multiple, meaningful ways. Our readings and discussions will focus on the people and places in our communities. Both the academic and social language developed during this unit will allow students to contribute to and make progress in the general classroom setting. Importantly, students will be encouraged to develop a sense of community in the ESL classroom through collaborative learning and daily communication. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness.

The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade- level elementary teachers who work with ELLs.

Unit Duration: 30 Days**Desired Results**

Standard(s): RL.2.1 and RI.2.1 Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. **RL.2.2 and RI.2.2** Focus on specific parts within a text to recount stories or identify the main topic of a text. **RL.2.3** Describe how characters in a story respond to major events and challenges using key details. **RL.2.4 and RI.2.4** Determine the meaning of words and phrases in a text or describe how words and phrases supply meaning in a text. **RL.2.5 and RI.2.5** Describe the overall structure of a text to determine characteristics of genre. Use knowledge of text structure and features to preview and navigate text types for understanding. **RL.2.7:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. **RI.2.10.** Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed. **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.4** Read with sufficient accuracy and fluency to support comprehension **W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. **SL.2.1.A** Follow agreed-upon rules for discussions **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.3** 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. **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. **SL.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Language Objectives:

<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u1.pdf>

WIDA Can-Do Descriptors:

<https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>

The GO TO Strategies Matrix:

http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12					
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use *Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Rolling Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a *Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Essential Questions/Critical Understandings:

Unit Big Question: What is a community?

- Who makes a community work?
- What makes a community special?
- What jobs do your family members do?
- What is English as a Second Language and what are the four domains?
- What prior knowledge do I bring to the class?
- What are my learning goals?

Essential Skills: In English SWBAT

- Introduce oneself, including interests
- Listen to and comprehend stories about school and community
- Understand how to answer questions about key details in a text
- Plan and monitor for reading comprehension
- Write a personal narrative about themselves
- Respond to discussion questions on shared texts

<ul style="list-style-type: none"> • What do good readers/writers do? • How can I use my native language to figure out the meaning? • How do I use the key vocabulary? • How can I connect the text to my real life? • What is the author's purpose? Why do I write? • How do I write clearly? • Why is it good to proofread? • How do I plan before writing? • What is a noun? • What do I need to add at the end of a plural noun? 	<ul style="list-style-type: none"> • Make connections from their experiences to the characters and events in the stories • Understand that people in a community care about each other • Build vocabulary • Develop phonemic awareness • Engage in individualized literacy activities with apps like Raz Kids, SeeSaw, FlipGrid • Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing • Identify multiple- meaning words • Utilize word wall words in writing • Acquire new language structures, expressions and vocabulary • Seek clarification of spoken language • Grammar nouns: People/places/things • Ask for information • Stay on topic • Give information
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SIOP Features		
Preparation <ul style="list-style-type: none"> <input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated 	Scaffolding <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input 	Grouping Options <ul style="list-style-type: none"> <input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input type="checkbox"/> Independent
Integration of Processes <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening 	Application <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement 	Assessment <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

The GO TO Strategies Matrix:

http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf

Scaffolds Support (WIDA)

Social/Emotional Learning:

During the first two weeks of school, the ESL teacher is pushing into the classroom to assist with students learning routines, greetings, how to get teacher attention, how to line up, how to ask for help, etc. In these

weeks, the ESL teacher is also available to parents to assist with emergency forms, free/reduced lunch forms, finding translations for various communications that the school/teacher is providing to the parent population. Home visitations are done on an as-needed basis to reinforce policies and explain cultural differences.

- ESL teacher sets up a meeting with all regular ed teachers, guidance counselor, nurse, and specialists (BSI, reading specialists, etc.) to review ACCESS scores/student profiles detailing strengths/weaknesses.
- Transportation lists are given to ESL teachers and home schools are alerted which students will be going to target ESL schools.
- Organize/assist with the Meet the Teacher event
- All ESL teachers collaborate to create the September Learning Fair which gives parents background on policies, grading, cultural differences, community resources, and how to assist their child for success in school.
- Teaching concepts of snow days, half days, coming to school on time, doctor appointments, etc.

ELA:

ELA writing units are 1) MP 1 – Narrative 2) MP 2 Poetry 3) MP 3 Information/ Non-Fiction 4) MP 4 Opinion

ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Series Books

- Launching:
Reading unit of study: Launching
Writing units of study: Narrative

School and Community Vocabulary:

Read, write, speak, listen, cook, doctor, nurse, teacher, jobs, belong, build, care, community, neighbor, building, hospital, park, home, library, school, area, locate, population, identify, place

Basic vocabulary: bank, community youth center, dentist's office, gas station, hospital, fire station, police station, post office, restaurant, supermarket, bookstore, clothing store, flower shop, fruit stand, hair salon, hardware store, laundromat, movie theater, pharmacy, shoe store

Big Question: What is a community?

High-Frequency Words: by, day, do, help, people, then, there, what, too

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read Realistic Fiction

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new key words with visuals

1. Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
2. Rate the word: Have students use thumbs up/thumbs down to show if they know the word.
Ask: What do you know about this word? Encourage students to share knowledge.
3. Define word in student friendly definition to explain meaning
4. Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience.
Using questions or comments, prompt students to use the word.
5. Challenge students to make connections and compare words. Use graphic organizers.
6. Display the words (word wall)

Genre books: *Quinto's Neighborhood (Realistic Fiction)* Make a character map
Around the World (photo essay)
Be My Neighbor (photo essay)
My Favorite Place (internet bulletin board)

Literature: *All Are Welcome*

Leveled Library Books:

Beginning: Mr. Jay's Bad Day (fiction); Communities (nonfiction); Hanging out with Mom; A Great Day in the City

Intermediate: Guess Who We Saw (fiction); A Good Place to Live (nonfiction); Sing a Song of People; My Walk Home

Advanced: The Fire Station (fiction); Serving the Community (expository nonfiction); Uptown; At Home in the City

Phonics:

Market Day (Final s, z TE T10-T11)

A Neighborhood Garden (short i)

My Home in Fox Gap

Orca's Island Match and isolate beginning sounds

Daily Writing:

- *Writing fluency*
- *Journal entry*
- *Writer's Craft: Describe characters*
- *List*
- *Paragraph response*
- *Photo Essay Project*

Oral Language Project: Webcast panel

Small Group Instruction:

- Word work – scrambled sentences, cloze sentences, word families, word sorts, vocabulary concentration
- Breaking down the task
- Grammar study
- Providing step-by-step prompts
- Daily observation
- Repeated Practice
- Direct questioning and responses
- Sequence tasks from easy to difficult
- Sentence structure: Noun, action words
- Read the title and make predictions
- Purpose of author, illustrator
- Think aloud
- Active participation
- Centers- listening to audio books, independent reading of high interest books and creative art
- Concept mapping
- Differentiated sentence starters
- Shared writing
- Publish a class book
- Independent practice
- Think/pair/share
- Modeling
- Links to background

- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations
- Demonstrations
- Acting out
- Name the teacher(s) and some classmates
- Match pictures and thematic vocabulary words
- Draw a picture from a reading selection about school
- Use sentence frames to write a caption for a picture about school/school activities
- Answer yes/no questions about school activities
- Verbally explain simple school procedures and routines
- Word parts – root words/suffix/prefix
- Comparing/contrasting words with the same morphemic element
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Word Generation
- Vocabulary games
- Reflect/revise
- Cultural differences in schooling/schools from native culture.
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants “*Routines*” and “*Busy Day*” Language Song Book; “*The Pool!*”; “*This is the Classroom*”
- Total Physical Response (TPR)
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Take Home Folder/Family Connection
- Mirror ELA with students using tapping procedures
- Integrate math concepts: counting
- Integrate Social Studies Unit: schools

Scaffolding

Level 1 Entering

- **WIDA Can Do's:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>
- **Unit 1:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u1.pdf>
- **Unit 2:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf>
- **Unit 3:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u3.pdf>
- **Unit 4:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u4.pdf>
- **Unit 5:** <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u5.pdf>

Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA Second Grade and Model Curriculum. Assessment document for Unit 1 and scoring guidelines/rubrics
- ESL Portfolio to include:
 - writing samples
 - Small Group Instruction running records
 - Foundations assessments for each unit
 - DRA reading level
 - STAR

Review our Second Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/2u1.pdf>

User name: Model

Password: Curriculum

NJ ELA Scoring Guide:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/2u1.pdf>

Oral language project: Webcast Panel

Writing Project: Photo essay Use rubric T60

Summative:

September – All students

- Writing Baseline (Narrative) Not scored
- Initial DSA (Developmental Spelling Assessment)
- WIDA Model results from initial screening – indicate composite score as well as individual scores in speaking, reading, writing, listening, comprehension, literacy – keep a copy of the screening sheet in student portfolio
- Mid-September: Sight Words

October – All students

DRA: Teachers use a professional day (coordinated with Reading Specialist) to administer for every student. For scoring consistency, teachers co-score at least 3 students with reading staff.

November – by the end of MP 1 all students:

- Writing benchmark #1 Narrative
- Sight Word List #1

Summative: Reach Unit Tests

Oral Language:

Give Information - Part 1, Day 10 TE p. 32g

Ask and Answer Questions- Part 2, Day 10 TE p. 60g

Describe- Part 1, Day 5 TE p. 25c

Summarize- Part 2, Day 5 TE p. 53c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 3

Academic vocabulary- Part 2 Key Words Test p. 6

Multiple-meaning words

Alphabetize words- Reading Unit Test p. 12

Reading:

Reading Comprehension

Strategy: Plan and Monitor-Reading Strategy Test p. 9

Literary analysis: Character -Reading Unit Test p. 12

	Text structure: Details Grammar: Nouns-Grammar Unit Test p. 39 Singular and Plural Nouns Proper Nouns Possessive Nouns Writing Trait: Ideas -portfolios and journal
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DRA or Lexile: Marking Period One pacing guide K

End of	Beginning	Developing (Instructional Level)	Secure
MP 2 (January)	Below L	L DRA score = 24	Above L
MP 3 (April)	Below M	M DRA score = 28	Above M
MP 4 (May/June)	Below N	JM/N DRA score = 30	Above N

Compare ELs to Second Grade Benchmark Goals:

Instructional September J by January MP 2 = L
Independent K by January MP 2

Level J / DRA 18 – second grade

Level K/ DRA 20

Level L/ DRA 24

Level M/ DRA 28

Level N/ DRA 30

Level O/ DRA 34- third grade

Writing – look at Rubric for Narrative Writing for scoring/points. Students are moving along the proficiency continuum towards:

Mid-level Grade 2

Structure:

Overall: The writer wrote about one time when he did something.

Lead: The writer thought about how to write a good beginning and choose a way to start her story. She chose the action, talk, or setting that would make a good beginning.

Transitions: The writer told the story in order by using words such as *when*, *then* and, *after*.

Ending: The writer chose the action, talk, or feeling that would make a good ending.

Organization: The writer wrote a lot of lines on a page and wrote across a lot of pages.

Development:

Elaboration: The writer tried to bring her characters to life with details, talk and action.

Craft: The writer chose strong words that would help readers picture his story.

Language Conventions:

Spelling: The writer used what she knew about spelling patterns (*tion*, *er*, *ly*, *etc.*) to spell a word. The writer spelled the word wall words correctly and used the word wall to help her figure out how to spell other words.

Punctuation: The writer used quotation marks to show what characters said. When the writer used words such as *can't* and *don't*, he put in the apostrophe.

Text/Resources:

- Reach, National Geographic, Cengage
- Fiction and Non-fiction Library
- Sing with Me Language Songs
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us

- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SLOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

SEE THE ESL Curriculum Exemplar UNIT OVERVIEW Properties of Matter and Changes to Matter

- **Here are the science model units on NJDOE Site:**

<https://www.state.nj.us/education/modelcurriculum/sci/2u2.pdf>

<https://www.state.nj.us/education/modelcurriculum/sci/2u3.pdf>

Structures and Properties of Matter (Physical Science) Standards:

- 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties. [Clarification Statement: Observations could include color, texture, hardness, and flexibility. Patterns could include the similar properties that different materials share.]
- 2-PS1-2. Analyze data obtained from testing different materials to determine which materials have the properties that are best suited for an intended purpose.* [Clarification Statement: Examples of properties could include, strength, flexibility, hardness, texture, and absorbency.] [Assessment Boundary: Assessment of quantitative measurements is limited to length.]
- 2-PS1-3. Make observations to construct an evidence-based account of how an object made of a small set of pieces can be disassembled and made into a new object. [Clarification Statement: Examples of pieces could include blocks, building bricks, or other assorted small objects.]
- 2-PS1-4. Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot. [Clarification Statement: Examples of reversible changes could include materials such as water and butter at different temperatures. Examples of irreversible changes could include cooking an egg, freezing a plant leaf, and heating paper.]

Primary Resources: National Geographic Learning Exploring Science Second Grade Program

ELL scaffolding suggestions:

Vocabulary: matter, liquid, solid, property, (provide visual, verbal and written examples together) (pair related words to these vocabulary words. Help students understand the correct structure of questions and statements (jumble words and have students place in correct structure order depending on whether it is a question or statement).

Language of Math <http://stem4els.wceruw.org/>

<https://www.nj.gov/education/modelcurriculum/math/2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u1.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u2.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u3.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u4.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u5.pdf>

- Counting and number sequences on a number line, number grid and number scroll.
- Review and practice finding combinations of 10
- Explore the concept of Even and Odd Number Patterns
- Comparing Numbers Using , and =
- Practice creating equivalent names for numbers
- Counting combinations of coins to practice skip counting and understanding place-value concepts

Language of Social Studies

- Classroom Units: Geography, Building Classroom Learning Community, Proud to be Me
- Vocabulary – map, legend, location, climate, weather, landform, body of water, and cardinal directions: north, south, east, west
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Aesthetics
- Elements of Art: Color, value, line, space, form, shape, and texture
- Use illustrations to add details to writing, reading responses and discussions
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students	
Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire curriculum is designed for ELs. Also, review FABRIC https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf

	<p>English Language Learner Toolkit. https://ncela.ed.gov/files/english_learner_toolkit/OELA 2017 ELsToolkit 508C.pdf</p> <p>The central mentor texts chosen were based on the following criteria: <i>DRA or Lexile</i>. Even though some of the texts do not have a DRA or Lexile level, the teacher will read the texts aloud, and scaffold by defining vocabulary words, paraphrasing and simplifying complex sentences and using all visuals for support. Many of the texts are predictable, have language patterns and repetitions. They represent both literature and informational texts on the same topic aligned to the standards assessed in Unit 1.</p> <p><i>Authentic literature</i> ELs do not have the same opportunities as native English speakers to be exposed to authentic literature in English. These texts provide ELs the chance to learn about good authors and rich language beyond what they would be exposed to in a reading program at their DRA or lexile level. They offer access to more demanding language but within students' Zone of Proximal Development (ZPD).</p> <p><i>Engaging and powerful visuals</i> Every text has visuals that scaffold language and allow for higher-order thinking. The use of such visuals and language are the basis for the instructional conversations that promote the cognitive functions in the WIDA ELD Standards and Bloom's Taxonomy. Students are supported to develop expressive and receptive skills. All texts relate to the same topic but some have illustrations while others have photos. This offers ELs a chance to compare and contrast how illustrators use a variety of media to convey the same message and content. It also offers them models to draw their own illustrations for their reports</p> <p><i>Language-rich texts</i> All of the texts provide spiral opportunities for language practice and use in context and content-related learning. They all contain information that ELs can build on to expand vocabulary and models of language functions that are aligned with the Anchor CCSS for ELA. All the texts provide ELs with the opportunity to practice grammar and usage through a sentence frame from the text</p> <p><i>Mechanics and Punctuation</i> The CCSS make specific mention of mechanics, etc. in the Anchor Standards. These texts offer many examples of how conventions, mechanics, punctuation and spelling are used in a meaningful and authentic manner that are appropriate at the Kindergarten level. Students are able to examine these conventions authentically as they can see how real authors use them. Then they are able to transfer this knowledge to their own writing.</p>
Special Needs Learners	<p>https://www.state.nj.us/education/njtss/</p> <p>Tiered systems of supports</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.</p>

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 2:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Reach tools NGR Reach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL

Unit 2 Title: Staying Alive (Animal adaptation and needs) and Fitting In/ What makes us unique?**Unit Description:**

During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring a variety of fiction and non-fiction texts from REACH Level C Unit 2- Staying Alive such as Songs, , Realistic Fiction, and Science Articles related to Literature, Math, Science, Music and Art. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. The academic vocabulary and understandings that students are introduced to about living things will be reinforced in the general grade-level science curriculum. Students will conduct research on a chosen animal documenting their learning in a graphic organizer and then using it to create a paragraph or more. In a thematic study of multicultural literature the focus will be on family stories and activities that parents do with their children to share something special about their culture. After sharing authentic literature, students will share their own story and interview their parents at home to find out more. We connect our home to our school life by bringing stories from home into the class. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness.

The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade- level elementary teachers who work with ELLs.

Unit Duration: 35 Days**Desired Results**

Standard(s): RL.2.3, RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces, the ending concludes, and how characters in a story respond to major events and challenges. **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **RL.2.2, RL.2.7** Use information gained from the illustrations and words to demonstrate understanding of its characters, setting, plot, or moral/central message. **RL.2.9** Compare and contrast two or more versions of the same story (e.g. Cinderella Stories) by different authors or from different cultures. **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.4** Read with sufficient accuracy and fluency to support comprehension. **W.2.3** Write narratives in which they recount a well-elaborated even or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences **SL.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings. **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). **L.3.3.A** Choose words and phrases for effect.

Language Objectives <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf>

WIDA Can-Do Descriptors: : <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>

The GO TO Strategies Matrix:

http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> Use physical gestures to accompany oral directives. Modify *Teacher Talk. Label visuals and objects with target vocabulary. Introduce Cognates to aid comprehension. Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> Give two step Contextualized directions. Restate/rephrase and use *Patterned Oral Language routines. Model Academic Language and vocabulary. Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> Provide graphics or objects to sequence steps in a process. Check Comprehension of all students frequently. Use *Wait Time. Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> Compare/contrast relationships from auditory information using a Venn Diagram. Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> Outline lectures on the SmartBoard. Use *Video Observation Guides. Confirm students' prior knowledge of content topics. Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> Provide wall charts with illustrated academic vocabulary. Ask simple WH (who, what, when, where), yes-no or either-or questions. Elicit *Choral Responses. Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> Use 10-2 structures. Assign roles in group work. Use Clock Buddies. Use Numbered Heads Together. Use *Think-Pair-Share-Squared. Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> Provide Graphic Organizers or notes to scaffold oral retelling. Prompt for academic language output. Use *Think-Pair-Share. Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> Require full sentence responses by asking open ended questions. Use Varied Presentation Formats such as role plays. * Scaffold oral reports with note cards and provide time for prior practice. Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> * Structure debates requiring various points of view with graphic organizers and/or outlines. Require the use of academic language. Require oral reporting for summarizing group work. Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> Preview the text content with pictures, demos, charts, or experiences. Pair students to read one text together. Preview text with a Picture Walk. Use Choral Reading. Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> Use Card Sorts. Use K-W-L charts before reading. Use the Language Experience Approach. Provide a list of important concepts on a graphic organizer. Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> Provide a content vocabulary Word Bank with non-linguistic representations. Teach skimming for specific information. Use Teach the Text Backwards. Use 4 to 1 for main ideas from text. Use *Guided Reading. 	<ul style="list-style-type: none"> Model the creation of a Story Map from a narrative. Provide Question Answer Relationship questions for student pairs to research. Use Directed Reading Thinking Activity. Use Cornell Notes. Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> Require computer and library research. Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> Require students to label visuals and/or create language balloons. Require vocabulary notebooks with L1 translations or non-linguistic representations. Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> Teach note taking on a Graphic Organizer. Use a Roving Chart in small group work. Use Interactive Journals. Use *Think-Write-Pair-Share. Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> Require Learning Logs for summaries of learning. Use Text to Graphics and Back Again. Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> Provide Rubrics and exemplars to scaffold writing assignments. Teach and utilize the writing process. Provide an outline for the standard five-paragraph essay. Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> Require academic writing and the use of target academic vocabulary. *Teach the process of writing a research paper. Address students' cultures in differing genres of writing. Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri- Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Essential Questions/Critical Understandings:

Unit Big Question: What does it take to survive?

- When is it good to blend in?
- When is it better to stand out?
- What do good reserachers and writers do?
- What do specific facts teach me about animals?
- How do letters and sounds create words?
- What new vocabulary words can I use when I speak and write?
- Effective writing should be focused, detailed and organized
- What special activities do I share with my family?
- How do characters in books help me understand myself and others?

Essential Skills: In English, SWBAT:

- Ask and answer questions about key details in a text
- Make inferences to build comprehension
- Identify story elements (beginning, middle, edd, setting, characters, plot)
- Use text evidence to retell
- Make text- to- self connections
- Discuss animal adaptaions and needs
- Identify the main topic of a multiparagraph text, as well as, the focus of particular paragraphs within the text
- Describe the connections between a series of scientific ideas and concepts
- Improve listening comprehension

<ul style="list-style-type: none"> • How do our names differ? What language does it come from? • What is an adjective? • Comprehension is enhanced through a collaboration process of sharing and evaluating ideas • Animal adaptations help them survive • Verbs tell what people, animals and things do 	<ul style="list-style-type: none"> • Read with accuracy, rate and expression • Develop academic and social vocabulary • Develop phonemic awareness. • Use Word Wall words in writing • Understand that words are separated by spaces in print • Research an animal and write a report • Engage in individualized literacy activities with apps like Raz Kids, SeeSaw, FlipGrid • Develop an understanding of increasingly complex spoken English through linguistic, visual and textual support. • Give input and express ideas • Spell some high frequency words correctly • Use writing to communicate ideas • Practice using a word bank for writing prompts • How to paraphrase
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SIOP Features

Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

Social/Emotional Learning:

- Each day, the students are encouraged to share personal stories, or questions with the teacher and the group. We work in partners to learn new skills and also foster participation. Students may be grouped to support an academic or emotional need. There is a time to check-in with students and address concerns that come up together.

• ELA:

ELA writing units are 1) MP 1 – Narrative 2) MP 2 Poetry 3) MP 3 Information/ Non-Fiction 4) MP 4 Opinion
 ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Series Books

- Unit 2
 Reading unit of study: Fiction
 Writing units of study: Poetry

Staying Alive and Family Celebrations Vocabulary:

Animals, color, habitat, insects, shape, size, adaptation, hide, defend, safe, survive, features, predators, prey, food, shelter, water, attack, message, attract, seem, recognize

Basic vocabulary: act in a play, dance to the music, draw a picture, paint a picture, play the drums, play the guitar, play the piano, sing a song, take a picture, write a story, use a dictionary, apple, banana, orange, beans, bread, cheese, corn, lettuce, milk, onion, rice, tomato

Big Question: When is something alive?

High-Frequency Words: does, eat, live, no, see, why, has, look, to

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read Realistic Fiction

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new key words with visuals

1. Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
2. Rate the word: Have students use thumbs up/thumbs down to show if they know the word. Ask: What do you know about this word? Encourage students to share knowledge.
3. Define word in student friendly definition to explain meaning
4. Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience. Using questions or comments, prompt students to use the word.
5. Challenge students to make connections and compare words. Use graphic organizers.
6. Display the words (word wall)

BIG BOOK: STAYING ALIVE (You can also use *A Frog Has A Sticky Tongue*)

Genre books: *Twilight Hunt* (realistic fiction – plot)

Hide and Seek (science article fiction vs. nonfiction)

Living Lights (comparisons)

Clever Creatures (poetry)

Phonics:

Tree Frogs – blends with *r* and *l*

Luna Moths – consonant blends with *s*

The Best Trick - Final consonant blends

A Trip to the Tundra VCCCV

Sticky Fingers and Night Flyers

Look Out for Animals

Leveled Library:

Beginning: Hide and Seek; Sea Horses

Intermediate: Hidden Hippo; Hida and Seek;

Advanced: The Mixed Up Chameleon; Chameleon, Chameleon

Literature: My Name is Yoon

A Different Pond

Daily Writing:

Writing fluency

Journal Entry

Writer's Craft: Precise, vivid words

Captions

Animal poem

Paragraph response

Fact card

Writing project: Science article

Small Group Instruction:

- Daily observation
- Repeated Practice
- Sequenced Review
- Directed questioning and responses
- Frontload vocabulary
- Picture Walk
- Purpose of author, illustrator
- Think aloud
- Scaffolding
- Active participation
- Centers
- Graphic organizers
- Idea Web
- Differentiated sentence starters
- Shared writing
- Independent practice
- Think/pair/share
- Modeling
- Using Prior Knowledge
- Building background
- Relating
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations
- Acting out
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Sentence Frames
- Sounding out
- Vocabulary games
- Reflect/revise
- Cultural differences in schooling/schools from native culture
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants “Are You Living?” “I Love My Bike” Language Song Book; “I Like You”; “This is the Classroom”
- Total Physical Response (TPR)
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method

- Take Home Folder/Family Connection

- Mirror ELA with students using tapping procedures
- Integrate math concepts: fact strategies
- Integrate Social Studies Unit: Neighborhood and Community

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> • WIDA Can Do's: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf • Unit 1: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u1.pdf • Unit 2: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf • Unit 3: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u3.pdf • Unit 4: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u4.pdf • Unit 5: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u5.pdf •
Level 2 Beginning	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
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Level 5 Bridging	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA First Grade and Model Curriculum. Assessment document for Unit 2 and scoring guidelines/rubrics
- ESL Portfolio to include:
 1. writing samples
 2. Small Group Instruction running records
 3. Foundations assessments for each unit
 4. DRA reading level
 5. STAR

Review our First Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/2u2.pdf>

User name: Model

Password: Curriculum

NJ ELA Scoring Guide:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/score/2u2.pdf>

Oral Language Project: Informational Presentation T128

Writing rubric on T128j

Summative:

September – All students

- Writing Baseline (Narrative) Not scored
- Initial DSA (Developmental Spelling Assessment)
- WIDA Model results from initial screening – indicate composite score as well as individual scores in speaking, reading, writing, listening, comprehension, literacy – keep a copy of the screening sheet in student portfolio
- Mid-September: Sight Words

October – All students

DRA: Teachers use a professional day (coordinated with Reading Specialist) to administer for every student. For scoring consistency, teachers co-score at least 3 students with reading staff.

November – by the end of MP 1 all students:

- Writing benchmark #1 Narrative
- Sight Word List #1

Reach Unit Tests

Oral Language:

Describe- Part 1, Day 10 TE p. 100g

Explain Part 2, Day 10 TE p. 128g

Retell- Part 1, Day 5 TE p. 91c

Summarize- Part 2, Day 5 TE p. 121c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 55

Academic vocabulary- Part 2 Key Words Test p. 58

Locate words in a dictionary-

Use context clues- Reading Unit Test p. 64

Reading:

Reading Comprehension

Strategy: Make Inferences -Reading Strategy Test p. 61

Literary analysis: Plot -

Text structure: compare- Reading Unit Test p. 64

Grammar:

Action words- Grammar Unit Test p. 93

Helping Verbs

Verb *be*

Verb *have*

Writing Trait: Ideas

-portfolios and journal

DRA or Lexile: Marking Period Two pacing guide

End of	Beginning	Developing (Instructional Level)	Secure
MP 2 (January)	Below L	L DRA score = 24	Above L
MP 3 (April)	Below M	M DRA score = 28	Above M

MP 4 (May/June)	Below N	JM/N	DRA score = 30	Above N
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Text/Resources:

- Reach, National Geographic, Cengage
- High Frequency Word Books
- Talk together books (Label)
- Read Together Books
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SIOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

SEE THE ESL Curriculum Exemplar UNIT OVERVIEW The Earth's Land and Water and Changes to Earth's Land

- **Here are the science model units on NJDOE Site:**
<https://www.state.nj.us/education/modelcurriculum/sci/2u4.pdf>
<https://www.state.nj.us/education/modelcurriculum/sci/2u5.pdf>

Earth Systems: Processes that Shape the Earth (Earth Science) Standards:

- 2.ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happened quickly and erosion of rocks, which occurs slowly.) (Assessment Boundary: Assessment does not include quantitative measurements of timescales.)
- 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing that shape of the land.* (Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.)
- 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. (Assessment Boundary: Assessment does not include quantitative scaling in models.)
- 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Primary Resources: National Geographic Learning Exploring Science Second Grade Program

ELL scaffolding suggestions:

Vocabulary volcano, earthquake, lake, pond, iceberg, glacier, erupt (provide visual, verbal and written examples together) (pair related words to these vocabulary words. Help students understand the correct structure of questions and statements (jumble words and have students place in correct structure order depending on whether it is a question or statement).

Language of Math <http://stem4els.wceruw.org/>
<https://www.nj.gov/education/modelcurriculum/math/2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u3.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u4.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u5.pdf>

- Write and solve number stories and represent the stories with drawings and number models.
- Count collections of \$100, \$10, and \$1 bills. Make exchanges among bills to illustrate that a \$10 bill has the same value as ten \$1 bills, and a \$100 bill has the same value as \$10 bills.
- Discover the Commutative Property of Addition rule by examining related pairs of addition facts shown on double-9 dominoes.
- Build on an understanding of even and odd numbers and connect even numbers to doubles facts.

Language of Social Studies

- Classroom Units: Living in America: Where People Live and Many States, One Country
- Vocabulary- colonies, settlers, heroes, legends, holidays, independence, past, present, future
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Design
- Elements of Art: Color, value, line, space, form, shape, and texture
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students

Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available. Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 2:](#)

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Reach tools NGReach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL

Unit 3 Title: Water for Everyone (Water Cycle and water as a natural resource)**Unit Description:**

During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring how we get what we need in REACH Level C Unit 3- Water for Everyone. Readings will explore a variety of fiction and non-fiction texts such as Songs, Realistic Fiction, and Science Articles related to Literature, Math, Science, Music and Art. This unit covers the grade-level science curriculum's study of Earth Systems. We introduce biographies to support the non-fiction unit in ELA. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness.

The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade-level elementary teachers who work with ELLs.

Unit Duration: 35 Days**Desired Results**

Standard(s): **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **RI.2.5, RI.2.7** Know and use various text features (e.g., captions, bold print, subheadings, illustrations, etc.) to locate key facts or information as well as explain how specific images contribute to a non-fiction text. **RI.2.6, RI.2.8** Identify the main purpose of a text and describe how reasons support specific points. **RI.2.10.** By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.4** Read with sufficient accuracy and fluency to support comprehension. **W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion. **W.2.7:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question. **SL.2.1.** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. **L.2.6.** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Language Objectives: <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u3.pdf>**WIDA Can-Do Descriptors:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>**Essential Questions/Critical Understandings:**

Unit Big Question: Where does water come from?

- Why does it rain?
- How do we get the water we need?

Essential Skills: In English, SWBAT:

- Ask and answer questions using the five Ws
- Identify the problem and solution to build comprehension

- | | |
|--|--|
| <ul style="list-style-type: none"> • Introduce the water cycle with illustrations and labels • Science experiments have a list of steps that you must follow in order • Know that nonfiction text will provide real information about a topic. • What is the author's purpose? • Adjectives describe or tell about nouns • Recognizing the relationship between sounds, syllable and spoken words is foundational for future success as a reader. • How can I construct a response to a writing prompt? • What test-taking strategies will help me answer reading comprehension questions? | <ul style="list-style-type: none"> • Use academic vocabulary from units • Activate background knowledge to synthesize new information • Identify big ideas and supporting details within a text • Compare fact and fiction explanations • Use Non-fiction text features (illustrations, labels, captions) to build comprehension • Retell and summarize texts • Contribute to group discussions • Develop independent reading skills • Use writing to communicate ideas • Practice using a word bank for writing prompts • Use increasingly specific language when narrating, describing or explaining • Express ideas, feelings and opinions • Apply letter-sound correspondence • Extend independent reading • Use shared reading, retelling, summarizing and responding to questions to demonstrate comprehension of grade-level text • Use graphic organizers to assist with planning for writing • Spell high frequency words correctly • Research, read about topics and then teach others |
|--|--|

SIOP Features

Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

Social/Emotional Learning:

- In our class meetings, students are encouraged to reflect on new vocabulary and topics of study and share their responses with the group. Peer partnerships are formed and supported through various activities. Discussion from previous days, especially pertaining to special and important family stories are followed up on in class. Students develop a small community within the larger school that is familiar and supportive.

ELA:

ELA writing units are 1) MP 1 – Narrative 2) MP 2 Poetry 3) MP 3 Information/ Non-Fiction 4) MP 4 Opinion
 ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Series Books

- Unit 3
 Reading unit of study: Non-fiction
 Writing units of study: Information/ Non-fiction

Water for Everyone Vocabulary:

Cloud, ocean, sky, lake, rain, absorb, carry, rise, become, change, draws, machine, pump, invention, pipes, wells, clean, provide, source, healthy, require

Basic vocabulary: winter, spring, summer, fall, winter activity: Sled down a hill; plant seeds in Spring; Swim in the lake in Summer, Rake leaves in Fall. Basic school places and things: cafeteria, paper towel, sink soap, water, fork, knife, spoon, money, toilet, line, napkin, bathroom, tray, plate

Big Question: Where does water come from?

High-Frequency Words: cold, drink, feel, form, live, three, turn, water, are, that, they, those, how, little
Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read a Traditional Tale

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new key words with visuals

1. Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
2. Rate the word: Have students use thumbs up/thumbs down to show if they know the word. Ask: What do you know about this word? Encourage students to share knowledge.
3. Define word in student friendly definition to explain meaning
4. Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience. Using questions or comments, prompt students to use the word.
5. Challenge students to make connections and compare words. Use graphic organizers.
6. Display the words (word wall)

Genre books: *Frog Brings Rain (traditional tale, problem and solution)*

Make Rain (science experiment)

Play Pumps: Turning Work Into Play (Magazine article – cause and effect)

The Mighty Colorado (profile: facts and opinions)

Literature: *The Story of Ruby Bridges*

Tigers. National Geographic Level 2

Leveled books:

Beginning: *Water; A Rainy Day, My River; Water*

Intermediate: *Rain; Where Does the Water Go?; Rabbits & Raindrops; Water up down all around*

Advanced: *The Rain Came Down; Desert Rain; Atlantic; Turn on a Faucet*

Phonics;

Crow and the Pitcher (Long i)

Water Quiz true or false (Long o)

Water Hot and Cool

Puzzle Splash

Small Group Instruction:

- Warm-up activities

- Writing explanations
- Providing step-by-step prompts
- Daily observation
- Repeated Practice
- Direct questioning and responses
- Sequence tasks from easy to difficult
- Sentence structure: Noun, action words
- Read the title and make predictions
- Purpose of author, illustrator
- Think aloud
- Active participation
- Centers
- Concept mapping
- Differentiated sentence starters
- Shared writing
- Group projects and cooperative learning
- Independent practice
- Think/pair/share
- Modeling
- Links to background
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations
- Demonstrations
- Visual supports
- Draw a picture
- Graphic organizers – Cause and Effect/ Comparisons/ Sequencing
- Frontload vocabulary
- Building background
- Accessing/ Using prior knowledge
- Word parts – root words/suffix/prefix
- Comparing/contrasting words with the same morphemic element
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Word Generation
- Vocabulary games
- Reflect/revise
- Cultural differences in schooling/schools from native culture.
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants
- Total Physical Response (TPR)
- Targeting proficiency levels
- Sounding Out
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Individual/ Small group/ whole class instruction
- Goal setting
- Meaningful real life connections
- Take Home Folder/Family Connection

- Mirror ELA with students using tapping procedures
- Integrate math concepts: fact strategies
- Integrate Social Studies Unit: nature's resources

Scaffolding

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Review our Second Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

<https://www.state.nj.us/education/modelcurriculum/assessment/pw/ela/2u3.pdf>

User name: Model

Password: Curriculum

Writing Project: Narrative Writing rubric T194j

Voice – Rubric for folk tale

Summative:

December – All students

- Progress monitoring as needed

January – All students:

- Writing benchmark # 2 Poetry
- Second Grade Sight Word List #2

Reach Unit Tests:

Oral Language:

Ask and Give Information- Part 1, Day 10 TE p. 166g

Define and Explain- Part 2, Day 10 TE p. 194g

Retell - Part 1, Day 5 TE p. 159c

Describe- Part 2, Day 5 TE p. 187c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 111

Academic vocabulary- Part 2 Key Words Test p. 114

Multiple-meaning words

Suffixes- Reading Unit Test p. 120

Reading:

Reading Comprehension

Strategy: Ask Questions- Reading Strategy Test p. 117

Text structure: Problem and Solution

Text structure: Cause and effect -Reading Unit Test p. 120

Grammar:

Adjectives that describe-Grammar Unit Test p. 148

Adjectives and articles

Adverbs with -ly

Adverbs that tell when

Adverbs and *have*

Writing Trait: Voice

-portfolios and journal

DRA or Lexile: Marking Period Three pacing guide

End of	Beginning	Developing (Instructional Level)	Secure
MP 2 (January)	Below L	L DRA score = 24	Above L
MP 3 (April)	Below M	M DRA score = 28	Above M
MP 4 (May/June)	Below N	JM/N DRA score = 30	Above N

Writing – look at Rubric for Information Writing for scoring/points. Students are moving along the proficiency continuum towards:

Mid-level Grade 2

Structure:

Overall: The writer taught readers some important points about a subject.

Lead: The writer wrote a beginning in which he named a subject and tried to interest readers.

Transitions: The writer used words such as *and* and *also* to show he had more to say.

Ending: The writer wrote some sentences or a section at the end to wrap up her piece.

Organization: The writer's writing had different parts. Each part told different information about the topic.

Development:

Elaboration: The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.

Craft: The writer tried to include the words that showed he was an expert on the subject.

Language Conventions:

Spelling: To spell a word, the writer used all she knew about spelling patterns (tion, er, ly, etc.). The writer spelled the word wall words correctly and used the word wall to help him figure out how to spell other words.

Punctuation: The writer used quotation marks to show what characters said. When the writer used words such as *can't* and *don't*, he used the apostrophe.

Text/Resources:

- Reach, National Geographic, Cengage
- High Frequency Word Books
- Talk together books (Label)
- Read Together Books
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SIOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

SEE THE ESL Curriculum Exemplar UNIT OVERVIEW The Earth's Land and Water and Changes to Earth's Land

• **Here are the science model units on NJDOE Site:**

<https://www.state.nj.us/education/modelcurriculum/sci/2u4.pdf>

<https://www.state.nj.us/education/modelcurriculum/sci/2u5.pdf>

Earth Systems: Processes that Shape the Earth (Earth Science) Standards:

- 2.ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly. (Clarification Statement: Examples of events and timescales could include volcanic explosions and earthquakes, which happened quickly and erosion of rocks, which occurs slowly.) (Assessment Boundary: Assessment does not include quantitative measurements of timescales.)

- 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing that shape of the land.*(Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.
- 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area. (Assessment Boundary: Assessment does not include quantitative scaling in models.)
- 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Primary Resources: National Geographic Learning Exploring Science Second Grade Program

ELL scaffolding suggestions:

Vocabulary volcano, earthquake, lake, pond, iceberg, glacier, erupt (provide visual, verbal and written examples together) (pair related words to these vocabulary words. Help students understand the correct structure of questions and statements (jumble words and have students place in correct structure order depending on whether it is a question or statement).

Language of Math <http://stem4els.wceruw.org/>
<https://www.nj.gov/education/modelcurriculum/math/2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u1.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u2.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u3.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u4.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u5.pdf>

- Develop subtraction strategies. Work with a variety of strategies to build fluency with subtraction facts.
- Use “What’s My Rule?” routine to practice problem solving.
- Explore the inverse relationship between addition and subtraction. Use the think addition strategy to solve subtraction facts that are related to or nearby the familiar addition doubles.
- Explore two counting strategies for subtraction: counting back and counting up. To apply knowledge of the take-away model of subtraction to find answers to -0 and -1 subtraction facts and develop rules for these facts

Language of Social Studies

- Governing the People, Making a Difference: Cast Your Vote and Work That Matters
- Vocabulary- rules, laws, citizens, taxes, leaders, government
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Drawing: The Foundation of Art
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>

- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students

Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available. Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 2:](#)

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Reach tools NGRach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL

Unit 4 Title: Lend a Hand and Better Together**Unit Description:**

During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring a variety of fiction and non-fiction texts from REACH Level C Unit 4- Lend a Hand and REACH Level C Unit 6- Better Together such as Songs, Short Narratives, Personal Narrative, Realistic Fiction, and Informational Texts related to Literature, Social Studies, Music and Art. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. The academic vocabulary and understandings in this unit have already been introduced in the general Social Studies curriculum. In this unit students will solidify their foundational skills of reading. They will keep track of what is happening by comparing and contrasting, and retelling. They will participate in a community interview project and celebrate with a publishing party where the community members who they interviewed will be invited. During this time, students will prepare for and take the annual WIDA ACCESS for ELLs assessment.

The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade-level elementary teachers who work with ELLs.

Unit Duration: 30 Days**Desired Results**

Standard(s): **RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. **RL.2.3** Describe how characters in a story respond to major events and challenges using key details. **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. **RL.2.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.4** Read with sufficient accuracy and fluency to support comprehension. **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. **L.2.6.** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Language Objectives: <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u4.pdf>

WIDA Can-Do Descriptors: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>

Essential Questions/Critical Understandings:

Unit Big Questions: What are our responsibilities to each other? Why do people work together?

- Why do good deeds?
- How do people make a difference?
- Focus on being a good citizen and how to make a difference
- Cooperation and working together
- What do we gain when we give?
- How can working together bring change?
- How can I add to and revise my writing?
- What is the order of events?
- What questions can I ask while reading to increase my understanding of a text?
- Vocabulary related to Social Studies
- Identify naming parts and telling parts of sentences
- Who are important members in the community? What do they do?
- Planning, writing and speaking during the interview process

Essential Skills: In English, SWBAT:

- Demonstrate understanding of main ideas, details in text and summarize to increase reading comprehension
- Construct meaning, develop vocabulary and background knowledge
- Establish a purpose for reading
- Summarize texts to build comprehension
- Identify the genre of a text
- Formulate and ask questions related to a text
- Identify and read grade level high frequency words
- Identify initial, medial vowel and final sounds
- Discuss readings and concepts
- Give an opinion in writing about how to make a difference
- Use new vocabulary in written response
- Revise and edit writing
- Include more details in writing
- Seek clarification
- Peer edit each other's writing pieces
- Prepare for the ACCESS for ELLs assessment

SIOP Features

Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

Social/Emotional Learning:

- In this unit, our classroom community will connect with our school community by inviting community members to be interviewed. The culmination of the interview project will be a publishing party where our community members who were interviewed will be invited to share the work the students did.

ELA:

ELA writing units are 1) MP 1 – Narrative 2) MP 2 Poetry 3) MP 3 Information/ Non-Fiction 4) MP 4 Opinion
 ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Series Books

- Unit 4
 Reading unit of study: Series Books

Writing units of study: Opinion

Key Words:

Citizenship, mean, responsible, grateful, respect, thoughtful, character, courage, save, choice, right, aid, example, heroes, ideas, leaders, serve, chance, cost, decide, generous, support,
Unit 6: alone, society, team member, teamwork, together, add, enough, share, cooperate, possible, join, plan, skills, organize, project, dream, result, education, success, opportunity

Big Question: What are our responsibilities to each other? Why do people work together?

High-Frequency Words: feel, know, think, about, don't, door, important, should, want, where, work, always, boy, brother, gave, myself, pull, sister, took, upon, us

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read a Fable

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new vocabulary with visuals

1. Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
2. Rate the word: Have students use thumbs up/thumbs down to show if they know the word.
Ask: What do you know about this word? Encourage students to share knowledge.
3. Define word in student friendly definition to explain meaning
4. Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience.
Using questions or comments, prompt students to use the word.
5. Challenge students to make connections and compare words. Use graphic organizers.
6. Display the words (word wall)

Big Book: *Lend a Hand*

Unit 6: Better Together

Genre books: *Aesop's Fables* – fable, character traits

Wisdom of the Ages – moral, proverb, literal and non-literal language

Giving Back – human interest feature, sequence

Iraqi Children Get Wheelchairs- and Big Smiles – web-based news article; media messages

Domino Soup (play, story elements, parts of a play)

Stone Soup (song lyrics, song structure)

In A Mountain Community (human interest feature; main idea)

Mi Barrio (Photo essay – point of view)

Leveled Books:

Beginning: Helping Hannah; Do You Take Turns?; Messy Bessy's Closet; Do You Share?; David's Drawings, We are a Team

Intermediate: Elephant on My Roof; Good Citizens; Mushroom in the Rain; Share and Take Turns, A Scare in the City; Working Together

Advanced: Boxes for Katje; Empathy: I Know How You Feel; The Giving Tree, Kindness and Generosity: It Starts With Me, The Giant Jam Sandwich; Being Cooperative

Phonics: Help is on the Way (a, ai, ay)

Don't Panic Be Safe (VCV)

The Good Deeds Day (contractions)

Real Helpers (digraphs); Clean-up Day; All Kinds of Doctors (abbreviations)

Writing:

Writing fluency

Journal entry

Writer's Craft: Vivid words

Express an opinion and back it up

Character description

Proverbs

Expressing needs and wants

Why You Should Lend a Hand to Others? Project Write a story about what happens when people work together to solve a problem. Rubric T398j

Oral Language:

Make and Accept Suggestions

Agree and Disagree

Interview Project T258j

Small Group Instruction:

- Word work – scrambled sentences, cloze sentences, word families, word sorts, vocabulary concentration
- Breaking down the task
- Vocabulary Builder and manipulatives – REACH C
- Grammar study
- Providing step-by-step prompts
- Daily observation
- Repeated Practice
- Directed questioning and responses
- Sequence tasks from easy to difficult
- Sentence structure: Noun, action words
- Read the title and make predictions
- Purpose of author, illustrator
- Think aloud
- Active participation
- Centers
- Concept mapping
- Differentiated sentence starters
- Shared writing
- Publish a class book
- Independent practice
- Think/pair/share
- Modeling
- Links to background
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations

- Demonstrations
- Draw a picture
- Word parts – root words/suffix/prefix
- Comparing/contrasting words with the same morphemic element
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Word Generation
- Reflect/revise
- Cultural differences in schooling/schools from native culture.
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants
- Total Physical Response (TPR)
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Anticipation Chart
- Comprehension Strategies
- Graphic Organizers
- Related Literature
- Book Walk
- Learning Logs and Journals
- Instructional Conversation
- Think, Pair, Share
- Summarization Frames
- Warm-up activities
- Writing explanations
- Visual supports
- Draw a picture
- Graphic organizers
- Frontload vocabulary
- Building background
- Accessing/ Using prior knowledge
- Vocabulary games
- Individual/ Small group/ whole class instruction
- Goal setting
- Meaningful real life connections

- Take Home Folder/Family Connection

- Mirror ELA with students using tapping procedures

- Integrate math concepts: Place Value and Measurement

- Science connections: Life Science

- TEACHERS ARE BEGINNING PREPARATIONS FOR INTERNATIONAL NIGHT WHERE STUDENTS DEMONSTRATE THEIR ENGLISH ABILITIES AND FAMILIES ARE INVITED TO SHARE THEIR CULTURAL FOOD/TRADITIONS. Time frame is usually one evening in April.

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> • WIDA Can Do's: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf • Unit 1: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u1.pdf • Unit 2: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf • Unit 3: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u3.pdf • Unit 4: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u4.pdf • Unit 5: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u5.pdf •
Level 2 Beginning	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA Second Grade and Model Curriculum. Assessment document for Unit 4 and scoring guidelines/rubrics
- ESL Portfolio to include:
 1. writing samples
 2. Small Group Instruction running records
 3. Foundations assessments for each unit
 4. DRA reading level
 5. STAR

Review our Second Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

- <https://www.state.nj.us/education/model-curriculum/assessment/pw/ela/2u4.pdf>

User name: Model

Password: Curriculum

Why You Should Lend a Hand to Others? Project
Write a story about what happens when people work together to solve a problem. Rubric T398j

Summative:

February – All students:

- STAR Testing
- DRA: Teachers use a professional day (coordinated by R. Specialist) to administer to every student. For scoring consistency, please co-score at least 3 students with reading staff.

March – All students:

- Progress monitoring as needed
- ESL students: ACCESS for ELLs state-wide assessment

April- by the end of MP 3 all students:

- Second Grade Sight Word List #3
- Writing Benchmark #3: Information

Reach Unit Tests:

Oral Language:

Express feelings and ideas- Part 1, Day 10 TE p. 230g

Express opinions- Part 2, Day 10 TE p. 258g

Describe- Part 1, Day 5 TE p. 223c

Retell- - Part 2, Day 5 TE p. 249c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 165

Academic vocabulary- Part 2 Key Words Test p. 168

Suffixes-

Synonyms- Reading Unit Test p. 174

Reading:

Reading Comprehension

Strategy: Make connections- Reading Strategy Test p. 171

Literary analysis: Character traits

Text structure: Sequence -Reading Unit Test p. 174

Grammar:

Sentences: Word Order

Sentence Capitalization

Complete Sentences

Subjects

Predicates

Subject-verb agreement- Grammar Unit Test p. 113

Writing Trait: Ideas

-portfolios and journal

DRA or Lexile: Marking Period Three pacing guide

End of	Beginning	Developing (Instructional Level)	Secure
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MP 3 (April)	Below M	M DRA score = 28	Above M
MP 4 (May/June)	Below N	JM/N DRA score = 30	Above N

Writing – look at Rubric for Opinion Writing for scoring/points. Students are moving along the proficiency continuum towards:

Mid-level Grade 2

Structure:

Overall: The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.

Lead: The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.

Transitions: The writer connected parts of his piece using words such as *also*, *another* and *because*.

Ending: The writer wrote an ending in which she reminded readers of her opinion.

Organization: The writer's piece had different parts; he wrote a lot of lines for each part.

Development:

Elaboration: The writer wrote at least two reasons and wrote at least a few sentences about each one.

Craft: The writer chose words that would make readers agree with his opinion.

Language Conventions:

Spelling: To spell a word, the writer used what she knew about spelling patterns (*tion*, *er*, *ly*, *etc.*). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.

Punctuation: The writer used quotation marks to show what characters said. When the writer used words such as *can't* and *don't*, he used the apostrophe.

Text/Resources:

- Reach, National Geographic, Cengage
- High Frequency Word Books
- Talk together books (Label)
- Read Together Books
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SIOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

SEE THE ESL Curriculum Exemplar UNIT OVERVIEW Relationships in Habitats

- Here is the science model unit on NJDOE Site:

<https://www.state.nj.us/education/modelcurriculum/sci/2u1.pdf>

Interdependent Relationships in Ecosystems (Life Science) Standards:

- 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow. [Assessment Boundary: Assessment is limited to testing one variable at a time.]
- 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*
- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats. [Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.]

Primary Resources: National Geographic Learning Exploring Science Second Grade Program

ELL scaffolding suggestions:

Vocabulary: depend, pollen, coast, wetland, grassland (provide visual, verbal and written examples together) (pair related words to these vocabulary words. Help students understand the correct structure of questions and statements (jumble words and have students place in correct structure order depending on whether it is a question or statement)

Language of Math <http://stem4els.wceruw.org/>
<https://www.nj.gov/education/modelcurriculum/math/2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u1.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u2.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u3.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u4.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u5.pdf>

- Provide a formal introduction to place value through hundreds.
- Tell and write time from analog and digital clocks, first to the nearest half hour and then to the nearest five minutes.
- Transition from measuring length using concrete objects to using rulers and tape measures marked in standard units.

Language of Social Studies

- Classroom Units: Needs and Wants, People in the Marketplace, Earning and Saving: Your Money and Going to Work
- Vocabulary- opportunity cost, decision, needs, wants, scarcity, incentives, producers, consumers, services, goods, production
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- Painting
- Elements of Art: Color, value, line, space, form, shape, and texture
- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students	
Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available. Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21 st Century Skills
<p>Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.</p> <p>Mission Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.</p> <p>Vision</p>

An education in career readiness, life literacies, and key skills fosters a population that: • Continually self-reflects and seeks to improve the essential life and career practices that lead to success; • Uses effective communication and collaboration skills and resources to interact with a global society; • Possesses financial literacy and responsibility at home and in the broader community; • Plans, executes, and alters career goals in response to changing societal and economic conditions; and • Seeks to attain skill and content mastery to achieve success in a chosen career path.

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 2:](#)

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-CLKS.pdf>

Reach tools NGReach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL

Unit 5 Title: Cycles in Nature and the Interdependence of Living Things**Unit Description:**

During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring a variety of fiction and non-fiction texts from REACH Level C Unit 5- Everything Changes and REACH Level C Unit 7- Best Buddies such as Songs, Realistic Fiction, and Science Articles related to Literature, Math, Science, Music and Art. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. The academic vocabulary and understandings that students are learn about seasons and weather will be a review of the general grade-level science curriculum. Students will build on their learning from Unit 2 on animals adaptations by deepening their understanding of how animals depend on one another to meet their basic needs. Students will write about the interdependence of living things. Phonemic awareness will be practiced daily using Heggerty Phonemic Awareness.

The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade- level elementary teachers who work with ELLs.

Unit Duration: 30 Days**Desired Results**

Standard(s): RL.2.3, RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces, the ending concludes, and how characters in a story respond to major events and challenges. **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **RL.2.2, RL.2.7** Use information gained from the illustrations and words to demonstrate understanding of its characters, setting, plot, or moral/central message. **RL.2.9** Compare and contrast two or more versions of the same story (e.g. Cinderella Stories) by different authors or from different cultures. **RI.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RI.2.4** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. **RI.2.5, RI.2.7** Know and use various text features (e.g., captions, bold print, subheadings, illustrations, etc.) to locate key facts or information as well as explain how specific images contribute to a non-fiction text. **RI.2.6, RI.2.8** Identify the main purpose of a text and describe how reasons support specific points. **RI.2.10.** By the end of the year, read and comprehend informational texts, including historical, scientific, and technical texts, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **RFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.4** Read with sufficient accuracy and fluency to support comprehension. **W.2.3** Write narratives in which they recount a well-elaborated even or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences **SL.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. **L.2.5** Demonstrate understanding of word relationships and nuances in word meanings. **L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy). **L.3.3.A** Choose words and phrases for effect.

Language Objectives: <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u5.pdf>

WIDA Can-Do Descriptors: <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>

Essential Questions/Critical Understandings:

Unit Big Questions: Why is nature always changing?
How do living things depend on each other?

- How does nature repeat itself?
- What happens when the seasons change?
- Cycles in nature and weather
- How are living things connected?
- What makes a good relationship?
- What new vocabulary words can I use when I speak and write?
- Effective writing should be focused, detailed and organized
- How do characters in books help me understand myself and others?
- Comprehension is enhanced through a collaboration process of sharing and evaluating ideas
- Understand the past and future tenses of verbs
- Note-taking

Essential Skills: In English, SWBAT:

- Identify differences between sentences that are: statements, exclamations, commands and questions
- Identify theme of shared text
- Identify characters and discuss their roles
- Compare and contrast during reading to build comprehension
- Synthesize readings to build comprehension
- Engage in discussion
- Express likes and dislikes
- Describe the connections between a series of scientific ideas and concepts
- Use text evidence to retell
- Make text- to- self connections
- Develop academic and social vocabulary
- Develop phonemic awareness
- Identify the main topic of a multiparagraph text, as well as, the focus of particular paragraphs within the text
- Describe the connections between a series of scientific ideas and concepts
- Character motives
- Expressing likes/dislikes/opinion
- Improve listening comprehension
- Use Word Wall words in writing
- Practice daily writing
- Engage in individualized literacy activities with apps like Raz Kids, SeeSaw, FlipGrid
- Develop an understanding of increasingly complex spoken English through linguistic, visual and textual support.

SIOP Features

Preparation	Scaffolding	Grouping Options
<input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	<input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	<input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes	Application	Assessment
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	<input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

Social/Emotional Learning:

- Each day, the students are encouraged to share personal stories, or questions with the teacher and the group. We work in partners to learn new skills and also foster participation. Students may be grouped to support an academic or emotional need. There is a time to check-in with students and address concerns that come up together.

• ELA:

ELA writing units are 1) MP 1 – Narrative 2) MP 2 Poetry 3) MP 3 Information/ Non-Fiction 4) MP 4 Opinion

ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Series Books

Everything Changes and Best Buddies Vocabulary:

Begins, ends, shadows, day, night, moon, stars, Earth, autumn, spring, fall, summer, winter, seasons, weather, affect, happen, explain, measure, reason, chain, roles, relate, vegetation, wildlife, accept, important, connect, others, necessary, aunt, niece, cousin, family, father, mother, daughter, son, sister, brother, uncle, nephew, grandfather, grandmother, granddaughter, grandson, enemies, respond, threaten, partners, species, ability, difficult, useful, danger, unusual

Big Question: Why is nature always changing? How do living things depend on each other?

High-Frequency Words: again, almost, any, below, between, grow, never, surprise, tomorrow, went, along, change, enough, head, own, pick, room, small, sometimes, stay

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read Realistic Fiction

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new key words with visuals

- Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
- Rate the word: Have students use thumbs up/thumbs down to show if they know the word. Ask: What do you know about this word? Encourage students to share knowledge.
- Define word in student friendly definition to explain meaning
- Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience. Using questions or comments, prompt students to use the word.
- Challenge students to make connections and compare words. Use graphic organizers.
- Display the words (word wall)

Genre books: *When the Wind Stops (cultural perspectives)*

Best Buddies (unit 7) big book

Day and Night

What Makes the Seasons? (poem)

A Winter Wonder (science article)

Go to Sleep, Gecko! (folk tale, characters and setting)

Enric Sala: Marine Ecologist

Odd Couples (science article)
Working Together (science article)

Leveled Library:

Beginning: *Snowballs; The Sun Shines; Cold Little Duck, Duck, Duck; Weather and Seasons, The Earth and I ; Let's Take Care of the Earth, Moving Day; Nature's Amazing Partners*

Intermediate: *The Coolest Rock; Sunshine, A Tree of Her Own; A Tree for All Seasons; Protect Nature; Animals in their Environment, A Mama for Owen, Clown Fish*

Advanced: *Sun and Wind; Shadows; Peepers; Why Do Leaves Change Color?; Trout Are Made of Trees, Honey...Honey... Lion!; It Takes Two*

Phonics:

The Big Blizzard

The Blue Ridge Parkway (soft c, g)

Weather to Remember; Weather Changes in a Flash

Spikes and Scales

Plant Helpers

Come Here

A Good Cause

Bird Partners

Sea Voyage (diphthongs)

Owls and Snakes (diphthongs ow, ou)

Pelican Watch

Bird Watchers

Watch Out!

Writing

Antonyms

Pre-write, topic sentences, main idea

Project: Write a science report about a partnership in nature and publish a classroom science magazine (informative or expository writing presents information and explains ideas.) Rubric T466j

Oral: Summarize spoken messages, retell a story, Give a Tour

Small Group Instruction:

- Directed questioning and responses
- Frontload vocabulary
- Purpose of author, illustrator
- Think aloud
- Scaffolding
- Daily Writing
- Graphic organizers
- Idea Web
- Differentiated sentence starters
- Shared writing
- Independent practice
- Think/pair/share
- Modeling
- Using Prior Knowledge
- Building background
- Relating
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations
- Acting out

- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.
- Sentence Frames
- Sounding out
- Vocabulary games
- Reflect/revise
- Cultural differences in schooling/schools from native culture
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants *"Are You Living?" "I Love My Bike"* Language Song Book; *"I Like You"; "This is the Classroom"*
- Total Physical Response (TPR)
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Take Home Folder/Family Connection
- Mirror ELA with students using tapping procedures
- Integrate math concepts
- Science connections: Life Science

Scaffolding

Level 1 Entering	<ul style="list-style-type: none"> • WIDA Can Do's: https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf • Unit 1: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u1.pdf • Unit 2: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf • Unit 3: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u3.pdf • Unit 4: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u4.pdf • Unit 5: https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u5.pdf •
Level 2 Beginning	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none"> • Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Level 5 Bridging	<ul style="list-style-type: none">• Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
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Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA Second Grade and Model Curriculum. Assessment document for Unit 5 and scoring guidelines/rubrics
 -
 - ESL Portfolio to include:
 1. writing samples
 2. Small Group Instruction running records
 3. Foundations assessments for each unit
 4. DRA reading level
 5. STAR
- Review our Second Grade ELA PACING GUIDE!
- LINK TO NJ LITERACY ASSESSMENT:
- <https://www.state.nj.us/education/model-curriculum/assessment/pw/ela/2u5.pdf>
- User name: Model
Password: Curriculum

Summative:

May/ June – by the end of MP 4 all students:

- DRA: Teachers use a professional day (coordinated by R. Specialist) to administer to every student. For scoring consistency, please co-score at least 3 students with reading staff.
- Second Grade Sight Word List #4
- STAR Testing
- DSA End of Year Test

Reach Unit 7 Tests

Oral Language:

Express Likes and Dislikes- Part 1, Day 10 TE p. 438g

Retell a story Part 2, Day 10 TE p. 466g

Describe- Part 1, Day 5 TE p. 429c

Summarize- Part 2, Day 5 TE p. 459c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 325

Academic vocabulary- Part 2 Key Words Test p. 328

Use a dictionary-

Use context clues- Reading Unit Test p. 334

Reading:

Reading Comprehension

Strategy: Synthesize -Reading Strategy Test p. 331

Literary analysis: Characters' Motives -

Text structure: Topic and Main Idea- Reading Unit Test p. 334

Grammar:

Regular Past Tense Verbs- Grammar Unit Test p. 366

Irregular Past Tense verbs

Past Tense Verbs

Future Tense with *will*

Future Tense with *going to*

Future Tense

Writing Trait: Organization

-portfolios and journal

DRA or Lexile: Marking Period Four pacing guide

End of	Beginning	Developing (Instructional Level)	Secure
MP 2 (January)	Below L	L DRA score = 24	Above L
MP 3 (April)	Below M	M DRA score = 28	Above M
MP 4 (May/June)	Below N	JM/N DRA score = 30	Above N

Text/Resources:

- Reach, National Geographic, Cengage
- High Frequency Word Books
- Talk together books (Label)
- Read Together Books
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SIOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELSToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

SEE THE ESL Curriculum Exemplar UNIT OVERVIEW Relationships in Habitats

- Here is the science model unit on NJDOE Site:
<https://www.state.nj.us/education/modelcurriculum/sci/2u1.pdf>

Interdependent Relationships in Ecosystems (Life Science) Standards:

- 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.
[Assessment Boundary: Assessment is limited to testing one variable at a time.]
- 2-LS2-2. Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.*
- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.
[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.]

Primary Resources: National Geographic Learning Exploring Science Second Grade Program

ELL scaffolding suggestions:

Vocabulary: depend, pollen, coast, wetland, grassland (provide visual, verbal and written examples together) (pair related words to these vocabulary words. Help students understand the correct structure of questions and statements (jumble words and have students place in correct structure order depending on whether it is a question or statement)

Language of Math <http://stem4els.wceruw.org/>
<https://www.nj.gov/education/modelcurriculum/math/2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u1.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u3.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u4.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u5.pdf>

Language of Social Studies

- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students	
Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available. Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K–12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success;
- Uses effective communication and collaboration skills and resources to interact with a global society;
- Possesses financial literacy and responsibility at home and in the broader community;
- Plans, executes, and alters career goals in response to changing societal and economic conditions; and
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 2:](https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf)

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-CLKS.pdf>

Reach tools NGReach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL

Unit 6 Title: Our United States**Unit Description:**

During this unit, the students will focus on all four domains of Reading, Writing, Listening and Speaking while exploring a variety of fiction and non-fiction texts from REACH Level C Unit 8- Our United States such as Songs, Short Narratives, Personal Narrative, Realistic Fiction, and Informational Texts related to Literature, Social Studies, Music and Art. The students will engage the text in multiple, meaningful ways according to their ELP levels and their actual areas of improvement needs based on their performance in ELA classes. The Social Studies content will be a review and wrap-up for the general grade-level curriculum in this content area.

The ESL teacher will consider students' English Language Proficiency (ELP) levels and plan activities according to the students' needs. This unit is aligned with ELA curriculum to mirror their objectives in reading and writing. Instruction will support the learning goals and state standards of the grade-level English Language Arts curriculum. Our program relies on and is strengthened by collaborative planning and relationships between ESL teachers and grade-level elementary teachers who work with ELLs.

Unit Duration: 20 Days**Desired Results**

Standard(s): **RL.2.1** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. **RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral. **RL.2.3** Describe how characters in a story respond to major events and challenges using key details. **RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections. **RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed. **RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **RFS.2.3** Know and apply grade-level phonics and word analysis skills in decoding words. **RF.2.4** Read with sufficient accuracy and fluency to support comprehension. **W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing. **W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. **W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). **W.2.8** Recall information from experiences or gather information from provided sources to answer a question. **SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. **SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. **SL.2.6.** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. **L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening. **L.2.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. **L.2.6.** Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Language Objectives: <https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u5.pdf>

- **WIDA Can-Do Descriptors:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>

The GO TO Strategies Matrix:

http://newsmanager.commpartners.com/tesolc/downloads/features/2017/Ancillary%20Docs/2017-01_GO%20TO%20Matrix.pdf

The GO TO Strategies Matrix: Scaffolding Options for Teachers of English Language Learners, K-12					
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> • Use physical gestures to accompany oral directives. • Modify *Teacher Talk. • Label visuals and objects with target vocabulary. • Introduce Cognates to aid comprehension. • Ask for Signal Responses to check comprehension. 	<ul style="list-style-type: none"> • Give two step Contextualized directions. • Restate/rephrase and use *Patterned Oral Language routines. • Model Academic Language and vocabulary. • Ask for Total Physical Responses from students. 	<ul style="list-style-type: none"> • Provide graphics or objects to sequence steps in a process. • Check Comprehension of all students frequently. • Use *Wait Time. • Provide Anticipation Guides for previewing content reading. 	<ul style="list-style-type: none"> • Compare/contrast relationships from auditory information using a Venn Diagram. • Require students to restate and rephrase from auditory input as in *Paraphrase Passport. 	<ul style="list-style-type: none"> • Outline lectures on the SmartBoard. • Use *Video Observation Guides. • Confirm students' prior knowledge of content topics. • Extend content vocabulary with multiple examples and non-examples.
Speaking	<ul style="list-style-type: none"> • Provide wall charts with illustrated academic vocabulary. • Ask simple WH (who, what, when, where), yes-no or either-or questions. • Elicit *Choral Responses. • Encourage participation in group chants, poems, and songs. 	<ul style="list-style-type: none"> • Use 10-2 structures. • Assign roles in group work. • Use Clock Buddies. • Use Numbered Heads Together. • Use *Think-Pair-Share-Squared. • Develop Key Sentence Frames for pair interactions. 	<ul style="list-style-type: none"> • Provide Graphic Organizers or notes to scaffold oral retelling. • Prompt for academic language output. • Use Think-Pair-Share. • Repeat and Expand student responses in a *Collaborative Dialogue. 	<ul style="list-style-type: none"> • Require full sentence responses by asking open ended questions. • Use Varied Presentation Formats such as role plays. • * Scaffold oral reports with note cards and provide time for prior practice. • Use Reader's Theatre to scaffold oral language growth. 	<ul style="list-style-type: none"> • * Structure debates requiring various points of view with graphic organizers and/or outlines. • Require the use of academic language. • Require oral reporting for summarizing group work. • Include oral presentations in the content classroom.
Reading	<ul style="list-style-type: none"> • Preview the text content with pictures, demos, charts, or experiences. • Pair students to read one text together. • Preview text with a Picture Walk. • Use Choral Reading. • Use *Teacher Read Alouds. 	<ul style="list-style-type: none"> • Use Card Sorts. • Use K-W-L charts before reading. • Use the Language Experience Approach. • Provide a list of important concepts on a graphic organizer. • Use *Shared Reading and/or simplify the text. 	<ul style="list-style-type: none"> • Provide a content vocabulary Word Bank with non-linguistic representations. • Teach skimming for specific information. • Use Teach the Text Backwards. • Use 4 to 1 for main ideas from text. • Use *Guided Reading. 	<ul style="list-style-type: none"> • Model the creation of a Story Map from a narrative. • Provide Question Answer Relationship questions for student pairs to research. • Use Directed Reading Thinking Activity. • Use Cornell Notes. • Use *Jigsaw Reading to scaffold independent reading. 	<ul style="list-style-type: none"> • Require computer and library research. • Ask students to analyze text structure and select an appropriate Graphic Organizer for summarizing. • Use *Reciprocal Teaching to scaffold independent reading.
Writing	<ul style="list-style-type: none"> • Require students to label visuals and/or create language balloons. • Require vocabulary notebooks with L1 translations or non-linguistic representations. • Provide *Key Sentence Frames with word and picture banks. 	<ul style="list-style-type: none"> • Teach note taking on a Graphic Organizer. • Use a Rolling Chart in small group work. • Use Interactive Journals. • Use *Think-Write-Pair-Share. • Provide Cloze sentences with a Word Bank. 	<ul style="list-style-type: none"> • Require Learning Logs for summaries of learning. • Use Text to Graphics and Back Again. • Teach Signal Words (comparison, chronology, cause-effect, and listing) for academic writing. • Provide *Cloze paragraphs with a *Word Bank. 	<ul style="list-style-type: none"> • Provide Rubrics and exemplars to scaffold writing assignments. • Teach and utilize the writing process. • Provide an outline for the standard five-paragraph essay. • Provide *Report Frames for independent, structured, content writing. 	<ul style="list-style-type: none"> • Require academic writing and the use of target academic vocabulary. • *Teach the process of writing a research paper. • Address students' cultures in differing genres of writing. • Hold frequent writing conferences with teacher and peers.

*Starred strategies are described in the summary document on the following page, "The Go To Strategies Matrix: Scaffolding Across Language Proficiency Levels."

Levine, L. N., Lukens, L. & Smallwood, B. A., (2013). *The GO TO strategies: Scaffolding options for teachers of English language learners, K-12*. For Project EXCELL, a partnership between the University of Missouri-Kansas City and North Kansas City Schools, funded by the US Department of Education, PR Number T195N070316.

Essential Questions/Critical Understandings:

Unit Big Question: What does America mean to you?

- How do people make America what it is?
- What is America?
- Focus on customs, symbols, celebrations and landmarks
- National identity
- How can I add to and revise my writing?
- What is the order of events?
- What questions can I ask while reading to increase my understanding of a text?
- Vocabulary related to Social Studies
- How to identify and use prepositions
- Patriotism

Essential Skills: In English, SWBAT:

- Make and respond to a request and ask for help
- Act out a story
- Use new vocabulary in speaking and writing
- Establish a purpose for reading
- Choose a reading strategy to build comprehension
- Use text evidence to retell
- Discuss readings and Social Studies concepts
- Give an opinion in writing about what America means to you
- Revise and edit writing
- Create a character using graphic organizers to plan
- Include more details in writing
- Peer edit each other's writing pieces using a rubric

SIOP Features		
Preparation <input type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated	Scaffolding <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided practice <input checked="" type="checkbox"/> Independent practice <input checked="" type="checkbox"/> Comprehensible input	Grouping Options <input type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent
Integration of Processes <input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Speaking <input checked="" type="checkbox"/> Listening	Application <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful <input checked="" type="checkbox"/> Linked to objectives <input checked="" type="checkbox"/> Promotes engagement	Assessment <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Oral

Learning/Instructional Strategies

Social/Emotional Learning:

This unit has a personal meaning that will be different based on each student's family and experiences. For some students, their parent are recent immigrants to this country, others have been here longer. It is an opportunity to develop connections to peers and to our shared history. Conversations on this topic encourage students to see both similarities and differences with their peers.

ELA:

ELA writing units are 1) MP 1 – Narrative 2) MP 2 Poetry 3) MP 3 Information/ Non-Fiction 4) MP 4 Opinion

ELA reading units are 1) MP 1 – Launching 2) MP 2 - Fiction 3) MP 3- Non-Fiction 4) MP 4 – Series Books

Key Words:

American, history, tradition, belief, holidays, culture, language, alike, different, variety, celebrate, expect, body of water, landform, state, immigrant, monument, freedom, seek, united, remember, symbol

Big Question: What does America mean to you?

High-Frequency Words: America, country, father, idea, learn, mother, picture, seem, word

Launch:

Introduce the Big question

Tap into prior knowledge

Build Background

Begin the Unit Concept Map

Preview new texts

Read Realistic Fiction

Build Comprehension (make predictions, confirm predictions, clarify, inferences, look at details, make connections, interpret visuals,)

Meet the Author

Introduce new vocabulary with visuals

- Pronounce the word, model the pronunciation of the key word and point to the accompanying picture, have students pronounce the word.
- Rate the word: Have students use thumbs up/thumbs down to show if they know the word.
Ask: What do you know about this word? Encourage students to share knowledge.
- Define word in student friendly definition to explain meaning
- Elaborate – talk about the word, sharing your own experience with it an encouraging children to use the word. Encourage students to use the word as they talk about their own experience. Using questions or comments, prompt students to use the word.
- Challenge students to make connections and compare words. Use graphic organizers.
- Display the words (word wall)

-
Big Book: *United States Geography*
Our United States

Genre books: *Apple Pie 4th of July* (realistic fiction, character's feelings)
America: A Weaving (poem, sensory details)
America Is (Literary nonfiction, author's purpose)
This Land Is Your Land (song lyrics, theme)

Leveled Reading:

Beginning: *Eloise and the Big Parade*; *The Fourth of July*

Intermediate: *My Name is Yoon*; *Why Did They Come?*

Advanced: *Anna at Ellis Island*; *Pilgrims of Plymouth*

Phonics: *We all Immigrated*

The Timeless Southwest (prefixes/suffixes)

Visiting Uncle Noble

Keep Cultures Alive

America Today and Yesterday

Focus and Places in America

A Nation Starts With Great People

Oral/Written Project: *Can Tie Into Our International Night!*

Written: *Tell an original story*; *Share Your Personal Narrative*

Express intentions

Prepositions that show time, prepositions that tell when and where

Oral: *Theme theater*

Small Group Instruction:

- Word work – scrambled sentences, cloze sentences, word families, word sorts, vocabulary concentration
- Grammar study
- Providing step-by-step prompts
- Sequence tasks from easy to difficult
- Sentence structure: Noun, action words
- Purpose of author, illustrator
- Think aloud
- Active participation
- Centers
- Concept mapping
- Differentiated sentence starters
- Shared writing
- Independent practice
- Think/pair/share
- Modeling
- Links to background
- Guided reading – building background knowledge, picture walks, decoding, phonics, comprehension, conversation regarding how the story relates to their lives, retell, summary
- Multi-media presentations
- Word parts – root words/suffix/prefix
- Comparing/contrasting words with the same morphemic element
- Provide students with multiple sources of information to learn words through repeated exposures.
- Pair-Share-Chart starts with structured partner-share about a familiar topic. After 2-3 minutes, students share their conversation with the whole class. As students share what they know/think they know about the topic, the teacher records their thoughts on chart paper. Using the information that is charted, the

teacher introduces a new concept and helps students make connections between what they already know and the new topic. The charted info is saved and added to during the lesson or unit, and the teacher continues to help forge connections with new information.

- Reflect/revise
- Cultural differences in schooling/schools from native culture.
- Independent computer practice with Razz Kids, ESL Brain Pop, Flipgrid, Seesaw, iXL, Tumble Books
- Rhymes, songs and chants
- Total Physical Response (TPR)
- Picture dictionaries – how to use
- Word Wall
- Sandwich drill method
- Instructional Conversation
- Warm-up activities
- Writing explanations
- Visual supports
- Building background
- Accessing/ Using prior knowledge
- Goal setting
- Meaningful real life connections

- Take Home Folder/Family Connection
- Mirror ELA with students using tapping procedures
- Integrate math concepts
- Social Studies connections: Living in America

- IN JUNE ALL ESL TEACHERS ARE COMPLETING THE ESSA FORMS with the Regular Ed Teacher/Specialists TO DETERMINE POSSIBLE EXITS. The state ACCESS reports will be out in June so we have scores to better determine which students exit. ESL Teacher is doing screenings on incoming students throughout May and June and will be working in the Summer to screen incoming students using the WIDA Model. (This is a stipend Summer position.) Communication with parents, home school Principals, Transportation, Central Office, and School Counselor is key in a smooth transition for incoming students as well as exits to home schools.

Scaffolding

Level 1 Entering

- **WIDA Can Do's:** <https://wida.wisc.edu/sites/default/files/resource/CanDo-KeyUses-Gr-2-3.pdf>
- **Unit 1:**
<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u1.pdf>
- **Unit 2:**
<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u2.pdf>
- **Unit 3:**
<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u3.pdf>
- **Unit 4:**
<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u4.pdf>
- **Unit 5:**
<https://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/2u5.pdf>
-

Level 2 Beginning	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 3 Developing	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 4 Expanding	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.
Level 5 Bridging	<ul style="list-style-type: none"> Use above link to show the expectations of ELs (CAN DO's) at each level for each mode. Your ELs will be coming in at different levels. Modifications should be made based on the level the WIDA Model screening has indicated. Individualized instruction/differentiated instruction is based on this level.

Assessment/Performance Tasks

Formative:

- See NJSLS ESL Scaffolds for ELA Second Grade and Model Curriculum. Assessment document for Unit 5 and scoring guidelines/rubrics
-
- ESL Portfolio to include:
 - writing samples
 - Small Group Instruction running records
 - Foundations assessments for each unit
 - DRA reading level
 - STAR

Review our Second Grade ELA PACING GUIDE!

LINK TO NJ LITERACY ASSESSMENT:

- <https://www.state.nj.us/education/model-curriculum/assessment/pw/ela/2u5.pdf>

User name: Model

Password: Curriculum

Summative:

May/ June – by the end of MP 4 all students:

- DRA: Teachers use a professional day (coordinated by R. Specialist) to administer to every student. For scoring consistency, please co-score at least 3 students with reading staff.
- Second Grade Sight Word List #4
- STAR Testing
- DSA End of Year Test

Reach Unit Tests:

Oral Language:

Make a request- Part 1, Day 10 TE p. 504g
Express intentions- Part 2, Day 10 TE p. 538g
Describe- Part 1, Day 5 TE p. 495c
Retell- - Part 2, Day 5 TE p. 527c

Vocabulary:

Content vocabulary- Part 1 Key Words Test p. 381
Academic vocabulary- Part 2 Key Words Test p. 385
Use a dictionary
Prefixes- Reading Unit Test p. 391

Reading:

Reading Comprehension
Strategy: Choose Reading Strategies- Reading Strategy Test p. 388
Literary analysis: Characters' Feelings
Text structure: Identify Author's Purpose -Reading Unit Test p. 391

Grammar:

Prepositions
Prepositions that tell where
Prepositions that show time
Prepositional phrases- Grammar Unit Test p. 419

Writing Trait: Ideas

- portfolios and journal
- Personal Narrative Project for International Night

DRA or Lexile: Marking Period Four pacing guide

End of	Beginning	Developing (Instructional Level)	Secure
MP 3 (April)	Below M	M DRA score = 28	Above M
MP 4 (May/June)	Below N	JM/N DRA score = 30	Above N

Writing – look at Rubric for Opinion Writing for scoring/points. Students are moving along the proficiency continuum towards:

Mid-level Grade 2**Structure:**

Overall: The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.

Lead: The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.

Transitions: The writer connected parts of his piece using words such as *also*, *another* and *because*.

Ending: The writer wrote an ending in which she reminded readers of her opinion.

Organization: The writer's piece had different parts; he wrote a lot of lines for each part.

Development:

Elaboration: The writer wrote at least two reasons and wrote at least a few sentences about each one.

Craft: The writer chose words that would make readers agree with his opinion.

Language Conventions:

Spelling: To spell a word, the writer used what she knew about spelling patterns (*tion*, *er*, *ly*, *etc.*). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.

Punctuation: The writer used quotation marks to show what characters said. When the writer used words such as *can't* and *don't*, he used the apostrophe.

Text/Resources:

- Reach, National Geographic, Cengage
- High Frequency Word Books
- Talk together books (Label)
- Read Together Books
- ELA program in effect (in 2020 it is Schoolwide)
- Foundations (in effect in 2020 – seek Elementary Supervisor for changes)
- STAR
- ACCESS: www.wida.us
- <http://www.state.nj.us/education/modelcurriculum/ela>
- NJDOE Bilingual site: <https://www.state.nj.us/education/bilingual/>
- Supporting English Learners in the Reading Workshop by Lindsey Moses (Heinemann)
- Growing Language and Literacy by Honigsfeld (Heinemann)
- Making Content Comprehensible – The SIOP Model, Echevarria, Vogt, Short (Pearson)
- Websites for teachers: <https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm>
- State policy: <https://www.state.nj.us/education/bilingual/policy/>
- <https://www.nj.gov/education/bilingual/pd/fabric/fabric.pdf>
- https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELTToolkit_508C.pdf

Interdisciplinary Connections

Language of Science <http://stem4els.wceruw.org/>

Language of Math <http://stem4els.wceruw.org/>
<https://www.nj.gov/education/modelcurriculum/math/2.pdf>

<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u1.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u2.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u3.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u4.pdf>
<https://www.nj.gov/education/modelcurriculum/math/ellscaffolding/2u5.pdf>

Language of Social Studies

- Classroom Units: Living in America: Where People Live and Many States, One Country
- Vocabulary- colonies, settlers, heroes, legends, holidays, independence, past, present, future
- <https://www.nj.gov/education/cccs/2020/SS/6.1%20by%202nd%20gr.pdf>

Exploratory Arts

- <https://www.nj.gov/education/cccs/2020/VPA/Media%20Arts%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/General%20Music%20GR2%20.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Theatre%20GR2.pdf>
- <https://www.nj.gov/education/cccs/2020/VPA/Visual%20Arts%20GR2.pdf>
<https://www.nj.gov/education/cccs/2020/VPA/Dance%20GR2%20.pdf>

Unit Modifications for Special Population Students

Advanced Learners	https://www.state.nj.us/education/bilingual/policy/GiftedandTalentedEnglishLanguageLearners.pdf Gifted and Talented EL Guidance link.
Struggling Learners	https://www.state.nj.us/education/njtss/ Tiered Systems of Support link. Websites for teachers: https://www.state.nj.us/education/bilingual/resources/websites/teachers.htm
English Language Learners	This entire unit is designed for ELs. See FABRIC/ESL Teacher Toolbox. https://www.state.nj.us/education/bilingual/ Provide parents with community resources for families. Invite parents to the Parent Advisory Council Meetings. Assist with getting families library cards at Heggan Library. Work with specialists in the building to monitor EL progress. Note special needs of ELs around holidays. Ensure teachers communicate to EL families/use translator services available.

	Ensure EL families understand how they can access their native language on our website.
Special Needs Learners	https://www.state.nj.us/education/njtss/ Tiered systems of supports
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.

Integration of 21st Century Skills

Indicators:

Career Readiness, Life Literacies, and Key Skills Rapid advancements in technology and subsequent changes in the economy have created opportunities for individuals to compete and connect on a global scale. In this increasingly diverse and complex world, the successful entrepreneur or employee must not only possess the requisite education for specific industry pathways but also employability skills necessary to collaborate with others and manage resources effectively in order to establish and maintain stability and independence. This document outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the New Jersey Student Learning Standards- Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

Mission

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

Vision

An education in career readiness, life literacies, and key skills fosters a population that: • Continually self-reflects and seeks to improve the essential life and career practices that lead to success; • Uses effective communication and collaboration skills and resources to interact with a global society; • Possesses financial literacy and responsibility at home and in the broader community; • Plans, executes, and alters career goals in response to changing societal and economic conditions; and • Seeks to attain skill and content mastery to achieve success in a chosen career path.

Indicators:

<https://www.state.nj.us/education/aps/cccs/career/curriculum.htm>

[Review the following standards for expectations by grade 2](#)

Reach tools NGReach.com

Razz Kids

BrainPop for ELs

SeeSaw

FlipGrid

Foundations

Tumble Books

iXL