ESL (GRADE 2) Curriculum Guide

LINDEN PUBLIC SCHOOLS LINDEN, NEW JERSEY

DENISE CLEARY ACTING SUPERINTENDENT

Kevin LaMastra SUPERVISOR OF BILINGUAL, ESL & WORLD LANGUAGES

The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Date

Education - Item #10

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2022-2023 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

LINDEN PUBLIC SCHOOLS

Bilingual/ESL K-12

Mission Statement

The mission of the Linden Public Schools Bilingual/ESL Program is to provide our English Language Learners (ELLs) with standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to their needs. We seek to provide world class language instruction that will help our English Language Learners (ELLs) to attain high levels of proficiency, resulting in their abilities to find success in both social and academic contexts. Linking English language instruction to content area studies, English Language Learners will empower themselves through critical thought, reflection, and action to become active participants in their school and local community.

Students will meet rigorous standards that will prepare them for success in content area studies, preparing them for college, the workplace and beyond. The program also honors linguistic pluralism, whereby the first languages and cultures of ELL's are highly valued, and acknowledged as an essential foundation supporting the development of literacy and academic skills across the content areas. Above all, the Linden Public Schools will strive to help each student develop a sense of dignity, self-worth, responsibility, respect for others, and the skills to make a significant contribution to our diverse society.

In addition, the department seeks to fulfill its mission through dedication to continuous improvement and professional development that promotes effective, research based second language methodologies.

PROGRAM GOALS

The goals of the **Bilingual Education** program are to ensure that English language learners are provided with content area support in the native language and in English which will allow them to develop academic skills while acquiring English language skills. The aim of the program is to prepare the students to communicate in social settings, to achieve success in academic settings, and to meet graduation requirements.

The Bilingual Education program builds upon the cultural background of the students in the program while also introducing the students to the culture of the United States. Developmental ESL instruction is an integral part of the Bilingual Education program. The Bilingual Education curriculum develops communicative competence in listening comprehension, speaking, reading, and writing in the English language

The goal of the **ESL program** is to provide a daily developmental second language program where English is acquired through comprehensible immersion in context of content area studies. Its aim is to facilitate acquisition of English so that ELLs students will meet NJ Learning

Standards, the objectives of the standard English instruction program as well as the WIDA standards.

ESL is designed to enable ELLs to access mainstream curriculum and to achieve their personal best in the school setting as well as becoming responsible citizens in local, national, and worldwide community. Learners can best meet these goals through a standards-based curriculum which integrates a Cognitive Academic Language Learning Approach (CALLA) and Sheltered Instruction Observation Protocol (SIOP) approach. Furthermore, learning strategies infused into this program enable students to become lifelong learners. Language learning through meaningful context in an academic setting improves the education and language acquisition of the ELL.

The World-Class Instruction Design and Assessment (WIDA) ESL Standards for Pre-K12 Students and the state and district standards provide the academic framework for instruction. Learners receive direct instruction using realia, vocabulary, concrete based materials, background instruction, graphic organizers, practice, and other appropriate strategies. The ESL course is flexible based on the needs of the learners in the program.

Biliteracy and Guiding Principles of Language Development

Our guiding principles of Language Development reflect our commitment to build upon the home language and cultural knowledge that students bring to our schools and emphasize the importance of language in learning.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.

2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.

3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.

4. Multilingual learners' language, social-emotional, and cognitive development are interrelated processes that contribute to their success in school and beyond.

5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.

6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.

7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.

8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.

9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.

10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.

Foundational Concepts

The Linden Public Schools ESL Curriculum has been designed for congruency with the four "Big Idea" outlined in the WIDA Standards. Like the "Can Do" philosophy, they support the design of standards based educational experiences that are student centered, culturally and linguistically sustaining, and responsive to multi-lingual learners' strengths and needs.

EQUITY	INTERGRATION
of Opportunity and Access	Of Content and Language
Collaboration Among Stakeholders	Functional Approach To language development

EQUITY OF OPPORTUNITY AND ACCESS

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The Linden Public Schools ESL curriculum seeks to guide educators to:

- Set high expectations for all students
- Provide access for multilingual learners to rich, standards-based, grade-level content including by scaffolding up (see the WIDA website for resources about scaffolding)
- Enact linguistically and culturally sustainable pedagogies
- Create opportunities for multilingual learners to:
- engage actively with each other in deep learning

• access and use multiple languages, including through translanguaging

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners':

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students' linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

Integration of Language and Content:

Multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

While acquiring language proficiency, learners employ "multimodality", the use of multiple means of communication. This is an essential way that for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes:

- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

Collaboration among Stakeholders

Collaboration between school leaders, content and language teachers, specialists, support personnel, students and families, is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

Content and language teachers can work together to:

- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

Functional Approach to Language Development

To understand what is meant by a "functional approach to language," WIDA uses the metaphor of the tool box to describe language. We use different linguistic tools to to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

Strategies to Promote Biliteracy Development in the Classroom

Linden Public Schools seeks to foster the academic success of English/multi-language learners through improving our capacity to use our students' home languages as a resource and bridge to biliteracy. Our goal is to help students' sustain and build their first language literacy, using it as the foundation upon which their English academic skills are developed toward the ultimate goal of helping students to graduate from high school bilingual, biliterate, high achieving and globally competent.

When teachers use billiteracy strategies to support students they deliver instruction that:

- * Helps students to transfer academic content from one language to another
- *Engages in Contrastive Analysis
- *Develops students' academic language in both languages across the content areas
- *Develops metalinguistic awareness
- * Connects to curriculum that reflects a global perspective

The following strategies are examples of effective ways that teachers can promote authentic biliteracy development in their classrooms:

1. Strategic Use of Group Work:

One of the best approaches that teachers can take includes the strategic use of group work. Students have an opportunity to work with others who don't come from the same language background, community, or culture. So, the next time you create groups in the classroom, think about how to structure them to help expose your monolingual students to new languages and cultures as they practice collaborating and communicating across languages. Allow your students to feel confident in their culture and identity when sharing it with their peers.

2. Content-based Language Instruction

This is a very effective teaching strategy that incorporates both content area objectives and language into the lesson. You can have objectives for your content area that are different from your language objectives. Just make sure that your students know the language and content goals for each lesson so that they can self-regulate their learning.

3. Allow them to Express Themselves

Students in dual language classes sometimes want to express themselves in their native language. Allow your students to feel confident doing this, don't make them feel as though using one language is "appropriate" or "bad". To truly make students feel confident in authentic biliteracy, they must feel like they can be themselves in your classroom.

4. Allow Translanguage

Children from bilingual homes sometimes strategically make use of words from two different languages to help them communicate effectively. For instance, they might say one sentence in

English and the next in Spanish, or even mixing the two in one sentence. By allowing students to engage in this natural process of speaking in your classroom, they can draw from those two languages as a useful resource to help them better express themselves and explore difficult academic content.

5. Provide Culturally Sensitive Content and Assessment

Each child's culture shapes and guides their awareness and perspective of the world, and it's vital to consider that when it comes to dual language education. When you create or select learning content or assessments, keep in mind that some of the things that you, as an educator, find familiar might not be familiar to a child. This could influence that student's recorded learning outcome but not show an accurate representation of what they know.

6. Incorporate Families into Your Learning Community

Some bilingual learners have monolingual parents who may not be fluent in English. One way of helping to guarantee your student's full engagement is by engaging parents. You can do this is by providing school communications such as announcements and notes in different languages, even if your translation is not perfect.

Earning the NJ Seal of Biliteracy

The Seal of Biliteracy was an initiative started by Californians Together in 2008 to acknowledge and award bilingual and multilingual students. In 2011, it officially became legislation in California and now multiple states throughout the nation have implemented a statewide Seal of Biliteracy. On January 19, 2016, New Jersey became the 17th state to implement a legislated statewide Seal of Biliteracy. By achieving the Seal of Biliteracy, students demonstrate that they are able to speak, read, comprehend and write in two or more languages at a high level of proficiency.



The Seal of Biliteracy seeks to:

- Encourage students to study languages
- Certify attainment of biliteracy
- Provide employers with a method of identifying people with language and biliteracy skills
- Provide universities with a method to recognize and award academic credit to applicants seeking admission
- Prepare students with 21st century skills
- Recognize and promote second language instruction in public schools
- Strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and language of a community

The Seal of Biliteracy opens up opportunities for those pursuing higher education or joining the workforce. As the world increasingly becomes more global, the need for employees with bilingual and multilingual skills has increased.

Employers seek bilingual or multilingual individuals for reasons such as:

- Accessing expanding markets;
- Better serving customer needs;
- Reaching particular and wider ranges of audiences; or
- Opening a channel of communication with customers.

Linden's Multiple Pathways to Biliteracy

A long-term goal of the Linden Public Schools is to enable all students to graduate with high levels of language proficiency in at least two languages.

As described earlier in this document, having high levels of skills in at least two languages will equip our students to meet the demands and challenges of our interconnected, global world, and to play an active role as global citizens. At the secondary level, students have the opportunity to study a wide variety of World Languages: Chinese, French, German, Italian, Russian and Spanish.

As a district, we value of the linguist and cultural diversity of our students, families and community. We understand the language and culture that our ELLs bring to our schools are the foundation that all further literacies will be built upon. We strive to provide culturally sustaining pedagogy, encouraging students to maintain and expand their home languages, while also achieving high levels of English language proficiency.

For this reason, the Bilingual, ESL & World Languages department encourages and facilitates testing for all qualifying 12thgrade students so that they may have an opportunity to attain the NJ Seal of Biliteracy. In general, it is anticipated that all students who study a World Language in grades 9-12, will have attained or exceeded the intermediate-mid level of proficiency required to earn the NJ Seal of Biliteracy.

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ELA ESL Curriculum: Proficiency Levels 1-5 Grade 2

Unit 1			
Life in a Community			
The curriculum for Grade 2 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.			
Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.			
In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously. The focus will be on language			

Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

and literacy.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester	Elementary School Grade 2 meets for	Levels 1 - 5
5-6 Weeks	ELA for a period of 80 minutes daily.	

Stage 1: Identify Desired Results WIDA Standards			
			Standard 1
	English language learners communicate for social and instructional		
	purposes within the school setting.		
Standard 2	Language for Language Arts		
	English language learners communicate information, ideas and concepts		
necessary for academic success in the content area of language arts.			

Standard 3	Language for Mathematics
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of mathematics.
Standard 4	Language for Science
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of science.
Standard 5	Language for Social Studies
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of social studies.
Vocabulary	ELP 1 - Most common vocabulary
Usage	ELP 2 - High frequency vocabulary
	ELP 3 - General and some specific vocabulary
	ELP 4 - Specialized and some technical vocabulary
	ELP 5 - Specialized and technical vocabulary
Language	ELP 1- Memorized language
Forms and	ELP 2 - Language with errors where meaning is obscured.
Conventions	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.
Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in	Students will explore friendships and the world around
order to demonstrate	them while discussing their own likes and dislikes as
comprehension and engage in the	they develop skills and strategies across English
topic of social relationships?	modalities.
What strategies can I use to better	Biliteracy is a valuable skill in a global community.
understand unfamiliar language?	
	Listening for familiar words and watching the speaker
How can I make myself understood	for clues may help me figure out what the speaker is saying.
as a speaker?	saying.
How do I ask questions to help me	Using pictures, movement, and acting words out can
understand stories?	help my classmates, my teacher, and
······································	others understand me.

How can I tell what non-fiction stories are?	There are many ways for me to communicate.
How do families communicate?	Everyone has a culture. It shapes how we see the world, ourselves and others.
What is different about me?	Non-fiction stories tell about real people and real events.
What is different about others?	
	Sequencing story events through use of pictures, drawings, words and/or sentences will help me recall the overall structure of the story and be able to recount it.

Stage 2:	Stage 2: Evidence			
Formative Assessments	Summative Assessments			
 Anecdotal records Observations Oral retell Collaborative discussions Tests Quizzes Exit tickets Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric Sorting/matching activities Class polls/hand signals Performance tasks (borrowed from unit skills & vocabulary) Listening comprehension tasks Online mini-assessments: Kahoot, Nearpod, Seesaw, etc. 	 Journey's Unit Assessments Teacher created Assessments Benchmark Assessments – WIDA MODEL and/or ACCESS Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication. 			

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity of creating a Community Guide. Using the appropriate scaffolds, students will gather information (preferably in groups), write/draw and present their guide to their classmates/groups.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to narrate a single event.

- Effective use of sequence words (e.g., *first, next, then, last*) to provide information in the Community Guide.
- Use of vocabulary learned in Unit 1.
- Appropriate use of who, what, where, when, why, and how.
- Appropriate language to ask and answer questions.
- Use of simple present and past forms of common verbs (*to feel, to be*), as well as to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 2 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 2 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
 Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. Linguistic Activities Logical-mathematical Spatial Bodily-Kinesthetic Interpretive, interpersonal and presentational Reading, listening, viewing Singing, drawing, dancing Build background knowledge Establish rules and model procedures for classroom discussions Pre-teach academic and content vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. Sample Activities: 	 Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Teachers must use sheltered instruction strategies to support student comprehensible input and the development of fluency within the limited scope of our curricular targets. Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Display pictures of people from different countries	
Talk about things that you like to do and how you feel when you do them	
Respond to greetings/ farewells, participate in TPR activities	
Pre-teach vocabulary in context	
Draw/show pictures of different people and engage in discussions of how they are similar and/or different	
Listen and demonstrate comprehension of stories read aloud	
Retell a story (beginning, middle end) after listening to/or reading a story	
Use a Venn diagram to compare and contrast people	
Compare and contrast different characters from different stories	
Know the letters of the alphabet and differentiate between vowels and consonants	
Know basic spelling patterns using cvc and cvce	

Scaffolds Per Proficiency Levels and Domain				
	Domain: Listening			
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step- directions for students to follow	Use manipulative visuals for students to manipulate in order to	Use graphics/realia to model following multi- step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match	demonstrate sequence of story Use TPR	Orally and using gestures emphasize key words from text to match main ideas of	Jigsaw discussions	
to social language	Model matching or classifying oral descriptions to	familiar text read aloud to visuals Provide wait time		

	1.116			
Use realia that	real-life			
match vocabulary	experiences or	Use anticipation		
or oral statements	visually-	guides such as asking		
	represented	questions/discussing		
Use L1	information.	theme		
words/cognates				
when possible	Restate/rephrase			
	and use similar			
Allow students to	sentence			
listen to recorded	structures in oral			
audio as needed	routines			
		Domain: Speaking		
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to	Use L1, pictures,	Provide Graphic	Model/Expect full	Model dialogue
speak with peers in	gestures, or single	Organizer for oral	sentence response	expected in
L1 if possible	words and	retell		discussion of
I	patterned		Expect full answers	ideas.
Allow students to	responses	Prompt student to	to higher order	
point to		dialogue/collaboration	thinking questions	
pictures/drawings	Use simple			
or writing in L1 to	sentence frames	Think-Pair-Share	Encourage students	
demonstrate what	sentence numes		to orally	
they know	Think-Pair-Share	Scaffold responses to	present/describe	
	discussions	higher order thinking	drawings to	
Ask simple yes/no		by using sentence	classmates	
questions	Model responses	frames that are a bit	classifiates	
questions	of higher-order	more complex		
Ask simple wh-	thinking using	"In my opinion"		
questions about	sentence frames:			
the text	"I think			
	because"			
Encourage				
participation in	Allow Small group			
group chants,	activities following			
poems, and songs	teacher modeling			
that help illustrate				
vocabulary				
meaning				
incuring.				
		Domain: Reading		
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1	Preview text using	Use word wall with	Model developing a	Provide Graphic
if possible	KWL chart	vocabulary relevant	story map.	Organizer for
		to lesson using	,	development of
Preview story with	Modify length of	pictures	Ask	text summary
picture walk	reading passages	pictures	inference/predictions	cent summary
picture wait	l count possages		questions	
Use picture cards			44636013	

Identify cognates and pre-teach vocabulary connecting to L1 when possible Use Teacher Read- Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	Pre-teach vocabulary in text using pictures and cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Offer text at student's proficiency level. Ask text-dependent questions		
	ELD3	Domain: Writing	ELD4	FLDE
ELP1	ELP2 Use PWI model	ELP3	ELP4	ELP5
Create vocabulary notebook with	Use P WI MOUEI	Use Graphic Organizers	Prompt students to independent writing	Independent use of target vocabulary
		- 0		
images and L1	Model using			
translation	Model using Graphic Organizer	Model writing full	Encourage use of	
translation	_	Model writing full sentences	Encourage use of target vocabulary	
translation Allow student to	Graphic Organizer to write down ideas	sentences	target vocabulary	
translation	Graphic Organizer to write down ideas Prompt students to	sentences Provide sentence	target vocabulary Encourage use of	
translation Allow student to write words in L1	Graphic Organizer to write down ideas Prompt students to engage in sharing of	sentences Provide sentence stems: "My friend	target vocabulary Encourage use of proper sentence	
translation Allow student to write words in L1 Allow students to	Graphic Organizer to write down ideas Prompt students to	sentences Provide sentence stems: "My friend Paul is feeling	target vocabulary Encourage use of	
translation Allow student to write words in L1	Graphic Organizer to write down ideas Prompt students to engage in sharing of	sentences Provide sentence stems: "My friend	target vocabulary Encourage use of proper sentence	
translation Allow student to write words in L1 Allow students to	Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas.	sentences Provide sentence stems: "My friend Paul is feeling because he	target vocabulary Encourage use of proper sentence	
translation Allow student to write words in L1 Allow students to draw pictures	Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard	sentences Provide sentence stems: "My friend Paul is feeling because he	target vocabulary Encourage use of proper sentence	
translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word bank and images.	Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students	sentences Provide sentence stems: "My friend Paul is feeling because he " Use storyboard – using pictures and	target vocabulary Encourage use of proper sentence	
translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word	Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences	sentences Provide sentence stems: "My friend Paul is feeling because he " Use storyboard –	target vocabulary Encourage use of proper sentence	
translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word bank and images.	Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence	sentences Provide sentence stems: "My friend Paul is feeling because he " Use storyboard – using pictures and	target vocabulary Encourage use of proper sentence	
translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word bank and images. "My friend can "	Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence frames: "When I	sentences Provide sentence stems: "My friend Paul is feeling because he " Use storyboard – using pictures and	target vocabulary Encourage use of proper sentence	
translation Allow student to write words in L1 Allow students to draw pictures Provide sentence frames with word bank and images.	Graphic Organizer to write down ideas Prompt students to engage in sharing of ideas. Use storyboard where students draw and write simple sentences Provide sentence	sentences Provide sentence stems: "My friend Paul is feeling because he " Use storyboard – using pictures and	target vocabulary Encourage use of proper sentence	

What will Students know?

- how to ask and answer questions

- how to sequence events in a story how to recount the story using the structure of the text how to compare and contrast different stories of different genres

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of science.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for Life in a Community.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 1 Tasks and their relation to the	
New J	ersey Student Learning Standards for Language Arts
Related NJSLS	Part 1 Speaking and Listening Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.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.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.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.

LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Ideas & Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.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.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.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.
LA.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.

LA.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.
LA.RL.2.8	(Not applicable to literature)
LA.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.
LA.RL.2.10	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
Reading Informational	
LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.

LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.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.
Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Types and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Vocabulary Acquisition and Uses
LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.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.
LA.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.
LA.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.
LA.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.
LA.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).
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Vocabulary Acquisition and Use	

LA.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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
LA.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).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Henry and Mudge / All in the Family
 - My Family / Family Poetry
 - Dogs / Helping Paws
 - Diary of a Spider / A Swallow and A Spider
 - Teacher's Pets / See Westburg by Bus!
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- ReadWorks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

helpful hesources for ESE Lesson Flumming and Material eleation		
WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld	
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/	
Colorin Colorado	ELLs in Elementary School	
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers	
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources	
University of Wisconsin- Madison Libraries	ESL/ELL Education : Interactive Websites for Learning	

Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpri ng2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Cebelectie	Linicaling Longuage for Elia
Scholastic Facilitate Language	Unlocking Language for ELLs https://www.languagemagazine.com/april-2018-internet-
Acquisition by Carol	edition/
Gaab	
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related	College and Career Ready Practices
NJSLS	Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related	Civic Financial Responsibility
NJSLS	Performance Expectations

9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
Related NJSLS	Career Awareness and Planning Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
Related NJSLS	Creativity and Innovation Performance Expectations
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.Cl.2	Demonstrate originality and inventiveness in work.
Related NJSLS	Critical Thinking and Problem-solving Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Related	Digital Citizenship
NJSLS 9.4.2.DC.1	Performance Expectations Explain differences between ownership and sharing of information.
9.4.2.DC.1	Identify respectful and responsible ways to communicate in digital
9.4.2.DC.6	environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.
Related	Global and Cultural Awareness
NJSLS	Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture
	and comparing it to the cultures of other individuals.
Related	Information and Media Literacy
NJSLS	Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.

9.4.2.IML.3	Use a variety of sources including multimedia sources to find information
5.4.2.mviE.5	about topics such as climate change, with guidance and support from adults
	(e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts
	(e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts,
9.4.5.11VIL.0	disciplines, and cultures to answer questions.
	Evaluate the degree to which information meets a need including social
9.4.5.IML.7	emotional learning, academic, and social.
Related	Technology Literacy
NJSLS	Performance Expectations
9.4.2.TL.2	Create a document using a word processing application
	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g.,
	SL.2.5.).

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions
	Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government
	leaders (e.g., mayor, town council).
	Explain how all people, not just official leaders, play important roles in a
6.1.2.CivicsPI.4	community.
Related NJSLS	Civics, Government, and Human Rights: Participation and Deliberation
	Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts,
	listening to the ideas of others, and sharing opinions.
	Establish a process for how individuals can effectively work together to
6.1.2.CivicsPD.2	make decisions.
Related NJSLS	Civics, Government, and Human Rights: Democratic Principles
Related NJSLS	Performance Expectations
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
	Use evidence to describe how democratic principles such as equality, fairness,
6.1.2.CivicsDP.2	and respect for legitimate authority and rules have impacted individuals and
	communities.
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules
	Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in
U.I.Z.CIVICSPR.Z	schools, and in communities.

6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness
Related NJSLS	Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic
0.1.2.CIVICSCIVI.1	responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics
6.1.2.CIVICSCIVI.2	can help individuals collaborate and solve problems (e.g., open-mindedness,
	compassion, civility, persistence).
6 1 2 CivicsCM 2	Explain how diversity, tolerance, fairness, and respect for others can contribute
6.1.2.CivicsCM.3	to individuals feeling accepted.

Comprehensive Health and Physical Education

Indicator	Emotional Health
Number	Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts,
	feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms,
	playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans Students can qualify for 504	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
 students can quality for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to: walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work 	 Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups 	 Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials 	 Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that

 Examples of accommodations in 504 plans include: preferential seating extended time on tests and assignments reduced homework or classwork verbal, visual, or technology aids modified textbooks or audio-video materials behavior management support 	 Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced 	 Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" 	 can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled
 excused lateness, absence, or missed classwork pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	 move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	 and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment 	 Varied texts and supplementary materials Use technology, if available and appropriate Varied homework and products Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment

	Differentiated checklists and rubrics, if available and appropriate	• Differentiated checklists and rubrics, if available and appropriate
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ELA/ESL Curriculum: Proficiency Levels 1-5 Grade 2

Unit 2
Nature All Around
The curriculum for Grade 2 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.
Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.
In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
First Trimester	Elementary School Grade 2 meets for	Levels 1 - 5
5-6 Weeks	ELA for a period of 80 minutes daily.	

Stage 1: Identify Desired Results			
WIDA Standards			
Standard 1	Language for Social and Instructional Purposes		
	English language learners communicate for social and instructional		
	purposes within the school setting.		
Standard 2	Language for Language Arts		
	English language learners communicate information, ideas and concepts		
	necessary for academic success in the content area of language arts.		
Standard 3	Language for Mathematics		

	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of mathematics.
Standard 4	Language for Science
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of science.
Standard 5	Language for Social Studies
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of social studies.
Vocabulary	ELP 1 - Most common vocabulary
Usage	ELP 2 - High frequency vocabulary
	ELP 3 - General and some specific vocabulary
	ELP 4 - Specialized and some technical vocabulary
	ELP 5 - Specialized and technical vocabulary
Language	ELP 1- Memorized language
Forms and	ELP 2 - Language with errors where meaning is obscured.
Conventions	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.
Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in	Students will explore nature and the world around
order to demonstrate	them while discussing the life cycles and growth of
comprehension and engage in the	different thing and developing skills and strategies
topic of nature?	across English modalities.
How do things in nature grow?	Listening for familiar words and watching the speaker
	for clues may help me figure out what the speaker is
How do things in nature change	saying.
when they grow?	
	Using pictures, movement, and acting words out can
How do we change as we grow?	help my classmates, my teacher, and
	others understand me.
What is the cycle of a?	the device of the tax of
	Understand that nonfiction stories are about real
	people and real events.

What strategies can I use to better understand unfamiliar language?	Understand that realistic fiction is a story that can happen in real life.
How can I make myself understood as a speaker?	Use the text to find answers to questions.
What words are different in these stories and how can they help me understand nature?	
What do I know about animal adaptations?	
How do I deal with challenges?	

Formative Assessments	Summative Assessments
 Anecdotal records Observations Oral retells Collaborative discussions Tests Quizzes Exit tickets Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric Sorting/matching activities Class polls/hand signals Performance tasks (borrowed from unit skills & vocabulary) Listening comprehension tasks Online mini assessments: Kahoot, Nearpod, Seesaw, etc. 	 Journey's Unit Assessments Teacher created Assessments Benchmark Assessments – WIDA MODEL and/or ACCESS Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication.

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity of creating a nature game. Using the appropriate scaffolds, students will gather information, write and play their game with other classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to create game cards.

- Effective use of vocabulary and/or nature words listed on word wall.
- Appropriate use of who, what, where, when, why, and how.
- Appropriate language to ask and answer questions.
- Use of simple present and past forms of common verbs (*to feel, to be*), as well as to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Use of sentence frames as needed.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 2 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 2 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodology
 accommodate the learning styles of all students is a necessary requirement. Linguistic Activities Logical-mathematical Spatial Bodily-Kinesthetic Interpretive, interpersonal and presentational Reading, listening, viewing Singing, drawing, dancing Build background knowledge Establish rules and model procedures for classroom discussions Pre-teach academic and content vocabulary for lesson 	 tered Instruction Strategies prehension Based Communicative Language ching Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets. Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Include SIOP Strategies
Display pictures of different natural environments
Respond to greetings/ farewells, participate in TPR activities
Pre-teach vocabulary in context
Listen and demonstrate comprehension of stories read aloud
Retell a story (beginning, middle end) after listening to/or reading a story
Use a Venn diagram to compare and contrast stories
Use a graphic organizer to find a text's features
Use sentence frames to cite text evidence
Know the letters of the alphabet and differentiate between vowels and consonants
Know basic spelling patterns using cvc and cvce

Scaffolds Per Proficiency Levels and Domain				
		Domain: Listening	5	
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-	Use manipulative	Use graphics/realia to	Use Venn Diagram to	Confirm students'
directions for	visuals for	model following	compare and contrast	prior knowledge
students to follow	students to	multi-step oral	information heard	of content topics
	manipulate in	directions		
Provide	order to		Jigsaw discussions	
visual/graphic	demonstrate	Orally and using		
displays for	sequence of story	gestures emphasize		
students to match		key words from text		
to social language	Use TPR	to match main ideas		
		of familiar text read		
Use realia that	Model matching	aloud to visuals		
match vocabulary	or classifying oral			
or oral statements	descriptions to	Provide wait time		
	real-life			
Use L1	experiences or	Use anticipation		
words/cognates		guides such as asking		
when possible				

Allow students to listen to recorded audio as needed	-	questions/discussing theme		
		Domain: Speaking		
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh- questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think because" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.
		Domain: Reading		
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible Preview story with picture walk	Preview text using KWL chart Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures Offer text at	Model developing a story map. Ask inference/predictio ns	Provide Graphic Organizer for development of text summary
Use picture cards Identify cognates and pre-teach	Pre-teach vocabulary in text using pictures and	student's proficiency level.	Questions	

vocabulary connecting to L1 when possible Use Teacher Read- Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Ask text-dependent questions		
EL D4	EL D 2	Domain: Writing	ELD4	EL DE
ELP1	ELP2 Use PWI model	ELP3	ELP4	ELP5
Create vocabulary notebook with		Use Graphic Organizers	Prompt students to independent	Independent use of target vocabulary
images and L1	Model using	Organizers	writing	target vocabulary
translation	Graphic Organizer	Model writing full		
	to write down ideas	sentences	Encourage use of	
Allow student to			target vocabulary	
write words in L1	Prompt students to	Provide sentence		
	engage in sharing of	stems: "My friend	Encourage use of	
Allow students to	ideas.	Paul is feeling	proper sentence	
draw pictures		because he "	formation	
Provide sentence	Use storyboard where students	^{."}		
frames with word	draw and write	Use storyboard –		
bank and images.	simple sentences	using pictures and		
"My friend can		full sentences.		
"	Provide sentence			
	frames: "When I			
Label pictures with	cry, l feel".			
words from word bank.				

What will Students know?

- how to differentiate between fiction and non-fiction
- how to locate text features and graphics to locate key information in a text

- how to determine between fact and opinion
- how to find text evidence and use it to support answers
- understand and describe connections between characters
- understand characters, setting, or plot through illustrations

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of science.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for weather, animals, and plants.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 2 Tasks and their relation to the		
New Jerse	ey Student Learning Standards for Language Arts	
Related NJSLS	Part 1	
	Comprehension and Collaboration	
	Presentation of Knowledge and Ideas	
LA.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.	
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.	
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	

LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.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.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending

	concludes the action identify how each successive part builds on earlier sections.
LA.RL.2.6	Acknowlegde differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.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.
LA.RL.2.8	(Not applicable to literature)
LA.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.
LA.RL.2.10	RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
Reading Informational	
LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RI.1.10	Read and comprehend informational texts, including history / social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Vocabulary Acquisition and Uses
LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.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.
LA.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.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, and revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaoration with peers.

LA.W.2.7	Participate in shared research and writing projects (e.g., read a number on a single topic to produce a report; record science observations.)
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Vocabulary Acquisition and Use	
LA.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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.B	Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy / unhappy, tell / retell).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meanng of individual words to predict the meaing of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.2.5	Demonstarate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identifiy real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.2.5.B	Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives. (e.g., thin, slender, skinny, scrawny).
LA.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).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Animals Building Homes / Whose Home is This?
 - The Ugly Vegetables / They Really Are Giant
 - Superstorms / Weather Poems
 - How Chipmunk Got His Stripes / Why Rabbits Have Short Tails
 - Jellies: The Life of a Jellyfish / Splash Photography
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- Readworks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/

Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin- Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpri ng2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet- edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Int	terdisciplinary Connections
	teruiscipiniary connections

Related	College and Career Ready Practices
NJSLS	Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.

CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related	Civic Financial Responsibility		
NJSLS	Performance Expectations		
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.		
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.		
Related	Career Awareness and Planning		
NJSLS	Performance Expectations		
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.		
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.		
Related	Creativity and Innovation		
NJSLS	Performance Expectations		
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a,		
	2.1.2.EH.1, 6.1.2.CivicsCM.2).		
9.4.2.Cl.2	Demonstrate originality and inventiveness in work.		
Related	Critical Thinking and Problem-solving		
NJSLS	Performance Expectations		
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively		
	brainstorm ways to solve the problem.		
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.		
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).		
Related	Digital Citizenship		
NJSLS	Performance Expectations		
9.4.2.DC.1	Explain differences between ownership and sharing of information.		
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.		
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.		

Related NJSLS	Global and Cultural Awareness		
9.4.2.GCA:1	Performance Expectations Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.		
Related NJSLS	Information and Media Literacy Performance Expectations		
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.		
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.		
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).		
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).		
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.		
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.		
Related NJSLS	Technology Literacy Performance Expectations		
9.4.2.TL.2	Create a document using a word processing application.		
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).		

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government
0.1.2.CIVICSF1.1	leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a
0.1.2.CIVICSP1.4	community.
Related NJSLS	Civics, Government, and Human Rights: Participation and Deliberation
Related NJSLS	Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts,
	listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to
0.1.2.CIVICSPD.2	make decisions.
Related NJSLS	Civics, Government, and Human Rights: Democratic Principles

	Performance Expectations		
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.		
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.		
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations		
6.1.2.CivicsPR.1	Determine what makes a good rule or law.		
6.1.2.CivicsPR.2 Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.			
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.		
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.		
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations		
6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.			
6.1.2.CivicsCM.2 Use examples from a variety of sources to describe how certain character can help individuals collaborate and solve problems (e.g., open-mindedr compassion, civility, persistence).			
6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can cont to individuals feeling accepted.			

Comprehensive Health and Physical Education

Indicator	Emotional Health
Number	Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts,
	feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms,
	playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent	Special Education and At-Risk	English Language Learners
	Accommodations and	Accommodations and	Accommodations and
Students can qualify for 504	Modifications	Modifications	Modifications
plans if they have physical or			

affect or limit any of their abilities to:independent rescanch on topics of interest related to topics of interest related to the unit of study.detailsMore visual prompts Leveled readers and tacher annotated sources• walk, breathe, eat, or spep speak• Advanced leveled readers and sources• More visual prompts• Leveled readers and tacher annotated sources• read, concentrate, think, or learn• More visual prompts• Leveled readers and tacher annotated sources• Guided notes and conecessary material, words, etc., that configrade level material, words, etc., that configrade level materials• More visual prompts• preferential seating extended time on tests and assignments• Varied vort frame strategies• Provide appropriate scaffolding• Remove unnecessary materials• Remove unnecessary materials• reduced homework or classwork • verbal, visual, or tachnology alds • verbal, visual, or assignment support adio-vide appropriate scaffolding• Lise of off-grade level materials• Remove unnecessary materials• Time allowed• verbal testing • verbal testing • verbal testing • verbal testing • verbal testing • verbal testing • provide appropriate scaffolding• Lise of off-grade level materials• Lise of off-grade level materials• Lise of off-grade level materials• verbal testing • verbal, visual, or tacherone materials • Deciver the content in or study • Deciver be content visual or omplex concepts, arbitratione or study • Deciver be content in • Churks"• Deciver be content in • Churks and supplementary materials <t< th=""><th>mental impairments that</th><th>• Allow for further</th><th>Focus on concept not</th><th>Focus on concept not</th></t<>	mental impairments that	• Allow for further	Focus on concept not	Focus on concept not
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	 Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate Ability to work at their application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate
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ELA ESL Curriculum: Proficiency Levels 1-5 Grade 2

Unit 3
Working It Out
The curriculum for Grade 2 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.
Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.
In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Second Trimester	Elementary School Grade 2 meets for	Levels 1 - 5
5-6 Weeks	ELA for a period of 80 minutes daily.	

Stage 1: Identify Desired Results					
WIDA Standards					
Standard 1	Standard 1 Language for Social and Instructional Purposes				
English language learners communicate for social and instructional					
	purposes within the school setting.				
Standard 2	andard 2 Language for Language Arts				
	English language learners communicate information, ideas and concepts				
	necessary for academic success in the content area of language arts.				
Standard 3	Language for Mathematics				

	English language learners communicate information, ideas and concepts			
	necessary for academic success in the content area of mathematics.			
Standard 4	Language for Science			
	English language learners communicate information, ideas and concepts			
	necessary for academic success in the content area of science.			
Standard 5	Language for Social Studies			
	English language learners communicate information, ideas and concepts			
	necessary for academic success in the content area of social studies.			
Vocabulary	ELP 1 - Most common vocabulary			
Usage	ELP 2 - High frequency vocabulary			
	ELP 3 - General and some specific vocabulary			
	ELP 4 - Specialized and some technical vocabulary			
	ELP 5 - Specialized and technical vocabulary			
Language	ELP 1- Memorized language			
Forms and	ELP 2 - Language with errors where meaning is obscured.			
Conventions	ELP 3 - Language with errors but meaning is retained.			
	ELP 4 - Language with minimal errors.			
	ELP 5 - Language comparable to English peers.			
Linguistic	ELP 1 - Single words			
Complexity	ELP 2 - Phrases, short sentences			
	ELP 3 - Series of related sentences			
	ELP 4 - Moderate discourse			
	ELP 5 - Complex discourse			
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)			

Essential Questions	Enduring Understandings
What language do students need in	Students will explore different types of texts and find
order to demonstrate	the theme of problem resolution.
comprehension and engage in the	
topic problem resolution?	Listening for familiar words and watching the speaker
	for clues may help me figure out what the speaker is
How can I communicate in different	saying.
ways?	
	Using pictures, movement, and acting words out can
Does working as a team help	help my classmates, my teacher, and
resolve problems?	others understand me.
	Understand that ponfiction / informational staries are
What parts of a story are important	Understand that nonfiction / informational stories are about real people and real events.
and why?	
	Understand that the different features of a text can
	help us better understand the story.
	neip us better understand the story.

What strategies can I use to better understand unfamiliar language?	Use the text to find answers to questions.
How can I make myself understood as a speaker?	Know the difference between fact and opinion.
How do I deal with challenges?	Songs have rhythm.
now do i deal with chanenges?	

Stage 2:	Evidence	
Formative Assessments	Summative Assessments	
 Anecdotal records Observations Oral retells Collaborative discussions Tests Quizzes Exit tickets Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric Sorting/matching activities Class polls/hand signals Performance tasks (borrowed from unit skills & vocabulary) Listening comprehension tasks Online mini-assessments: Kahoot, Nearpod, Seesaw, etc. 	 Journey's Unit Assessments Teacher created Assessments Benchmark Assessments – WIDA MODEL and/or ACCESS Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication. 	

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity of creating a class newspaper. Using the appropriate scaffolds, students will gather information, write and play their game with other classmates.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to create newspaper.
- Effective use of vocabulary for Unit 3.
- Appropriate use of who, what, where, when, why, and how.
- Appropriate language to ask and answer questions.
- Use of simple present and past forms of common verbs (*to feel, to be*), as well as to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.

- Use of sentence frames as needed.
- Elaborate on fact and opinion when writing/drawing an article.
- Use real newspapers to have students find different features of an article.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 2 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 2 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. Linguistic Activities Logical-mathematical Spatial Bodily-Kinesthetic Interpretive, interpersonal and presentational Reading, listening, viewing Singing, drawing, dancing Build background knowledge Establish rules and model procedures for classroom discussions Pre-teach academic and content vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. Sample Activities: Include SIOP strategies Engage in discussions about ways of resolving a problem	 Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Teachers must use sheltered instruction strategies to support student comprehensible input and the development of fluency within the limited scope of our curricular targets. Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Participate in TPR activities
Pre-teach vocabulary in context
Listen and demonstrate comprehension of stories read aloud
Retell a story after listening to and/or reading a story
Use a graphic organizer to summarize a selection
Use a Venn diagram to compare and contrast stories
Use a graphic organizer to find a text's features
Use sentence frames to cite text evidence
Know the letters of the alphabet and differentiate between vowels and consonants
Know basic spelling patterns using cvc, cvce and cvvc
Know base words with endings -s and -es

Scaffolds Per Proficiency Levels and Domain				
	Domain: Listening			
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-	Use manipulative	Use graphics/realia to	Use Venn Diagram to	Confirm students'
directions for	visuals for	model following	compare and contrast	prior knowledge
students to follow	students to	multi-step oral	information heard	of content topics
	manipulate in	directions		
Provide	order to		Jigsaw discussions	
visual/graphic	demonstrate	Orally and using		
displays for	sequence of story	gestures emphasize		
students to match		key words from text		
to social language	Use TPR	to match main ideas		
		of familiar text read		
Use realia that	Model matching	aloud to visuals		
match vocabulary	or classifying oral			
or oral statements	descriptions to	Provide wait time		
	real-life			
Use L1	experiences or	Use anticipation		
words/cognates		guides such as asking		
when possible				

Allow students to listen to recorded audio as needed	-	questions/discussing theme		
		Domain: Speaking		
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh- questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think because" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.
		Domain: Reading		
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible Preview story with picture walk	Preview text using KWL chart Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures Offer text at	Model developing a story map. Ask inference/predictio ns	Provide Graphic Organizer for development of text summary
Use picture cards Identify cognates and pre-teach	Pre-teach vocabulary in text using pictures and	student's proficiency level.	Questions	

vocabulary connecting to L1 when possible Use Teacher Read- Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Ask text-dependent questions		
		Domain: Writing		
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary	Use PWI model	Use Graphic	Prompt students to	Independent use of
notebook with		Organizers	independent	target vocabulary
images and L1	Model using		writing	
translation	Graphic Organizer to write down ideas	Model writing full	Encourage use of	
Allow student to	to write down ideas	sentences	Encourage use of target vocabulary	
write words in L1	Prompt students to	Provide sentence	target vocabulary	
	engage in sharing of	stems: "My friend	Encourage use of	
Allow students to	ideas.	Paul is feeling	proper sentence	
draw pictures		because he	formation	
	Use storyboard	"		
Provide sentence	where students			
frames with word	draw and write	Use storyboard –		
bank and images. "My friend can	simple sentences	using pictures and full sentences.		
"	Provide sentence	Tun sentences.		
	frames: "When I			
Label pictures with	cry, I feel".			
words from word bank.				

What will Students know?

- how to locate text features and graphics to locate key information in a text how to draw conclusions •

- how to find text evidence and use it to support answers
- how to identify author's purpose
- how to determine cause and effect
- how to recount stories and informational text

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of science.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for weather, animals, and plants.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

	Unit 3 Tasks and their relation to the	
New Jersey Student Learning Standards for Language Arts		
Related NJSLS	Part 1	
	Comprehension and Collaboration	
	Presentation of Knowledge and Ideas	
LA.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.	
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor	
	in respectful ways, listening to others with care, speaking one at	
	a time about the topics and texts under discussion).	
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit	
	comments to the remarks of others.	
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the	
	topics and texts under discussion.	

LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.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.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending

	concludes the action identify how each successive part builds on earlier sections.
LA.RL.2.6	Acknowlegde differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.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.
LA.RL.2.8	(Not applicable to literature)
LA.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.
LA.RL.2.10	RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
Reading Informational	
LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.RI.1.10	Read and comprehend informational texts, including history / social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Vocabulary Acquisition and Uses
LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.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.
LA.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.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, and revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaoration with peers.

LA.W.2.7	Participate in shared research and writing projects (e.g., read a number on a single topic to produce a report; record science observations.)
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Vocabulary Acquisition and Use	
LA.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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.B	Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy / unhappy, tell / retell).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meanng of individual words to predict the meaing of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.2.5	Demonstarate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identifiy real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.2.5.B	Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives. (e.g., thin, slender, skinny, scrawny).
LA.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).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Click Clack Moo: Cows That Type / Talk About Smart Animals!
 - Ah, Music / "There's a Hole at the Bottom of the Sea"
 - Schools Around the World / An American School
 - Helen Keller / Talking Tools
 - Officer Buckle and Gloria / Safety at Home
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- Readworks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
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New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin- Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpri ng2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet- edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related	College and Career Ready Practices
NJSLS	Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.

CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related	Civic Financial Responsibility	
NJSLS	Performance Expectations	
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.	
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.	
Related NJSLS	Career Awareness and Planning Performance Expectations	
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.	
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.	
Related	Creativity and Innovation	
NJSLS	Performance Expectations	
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).	
9.4.2.Cl.2	Demonstrate originality and inventiveness in work.	
Related NJSLS	Critical Thinking and Problem-solving Performance Expectations	
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.	
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.	
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).	
Related	Digital Citizenship	
NJSLS	Performance Expectations	
9.4.2.DC.1	Explain differences between ownership and sharing of information.	
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.	
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.	

Related NJSLS	Global and Cultural Awareness Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Related NJSLS	Information and Media Literacy Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	Technology Literacy Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations	
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).	
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.	
Related NJSLS	Civics, Government, and Human Rights: Participation and Deliberation Performance Expectations	
Related NJSLS 6.1.2.CivicsPD.1		
	Performance ExpectationsEngage in discussions effectively by asking questions, considering facts,	

Related NJSLS	Civics, Government, and Human Rights: Democratic Principles Performance Expectations	
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.	
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.	
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations	
6.1.2.CivicsPR.1	Determine what makes a good rule or law.	
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.	
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.	
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.	
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations	
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.	
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).	
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	

Comprehensive Health and Physical Education

Indicator	Emotional Health
Number	Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts,
	feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms,
	playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent	Special Education and At-Risk	English Language Learners
	Accommodations and	Accommodations and	Accommodations and
Students can qualify for 504 plans if they have physical or	Modifications	Modifications	Modifications

mental impairments that	• Allow for further	Focus on concept not	Focus on concept not
affect or limit any of their	independent research on	• Pocus on concept not details	details
abilities to:	topics of interest related to	 More visual prompts 	More visual prompts
	the unit of study	 Leveled readers and 	Leveled readers and
• walk, breathe, eat, or sleep	 Advanced leveled readers and sources 	teacher annotated sources	teacher annotated sources
• communicate, see, hear, or	 Increase the level of 	Timelines and graphic	Guided notes with
speak	complexity	organizers	highlighted words and
 read, concentrate, think, or learn 	 Decrease scaffolding 	Remove unnecessary	concepts
 stand, bend, lift, or work 	• Variety of finished	material, words, etc., that can distract from the	 Use of Merriam-Webster's ELL dictionary
stand, send, int, or work	products	content	 Timelines and graphic
	• Allow for greater	 Use of off-grade level 	organizers
Examples of accommodations	independenceLearning stations, interest	materials	Remove unnecessary
in 504 plans include:	• Learning stations, interest groups	Provide appropriate	material, words, etc., that
	 Varied texts and 	scaffolding	can distract from the
preferential seating	supplementary materials	• Limit the number of steps	content
 extended time on tests and 	• Use of technology	required for completion	 Use of off-grade level materials
assignments	• Flexibility in assignments	Time allowed	 Provide appropriate
 reduced homework or classwork 	Varied questioning	 Level of independence required 	scaffolding
 verbal, visual, or 	strategiesEncourage research	requiredTiered centers,	• Limit the number of steps
technology aids	 Strategy and flexible 	assignments, lessons, or	required for completion
 modified textbooks or 	groups based on formative	products	• Time allowed
audio-video materials	assessment or student	 Provide appropriate 	Level of independence required
 behavior management 	choice	leveled reading materials	requiredTiered centers,
support	• Acceleration within a unit	 Deliver the content in 	assignments, lessons, or
adjusted class schedules or	of studyExposure to more advanced	"chunks"	products
grading	• Exposure to more advanced or complex concepts,	Varied texts and	Provide appropriate leveled
verbal testing	abstractions, and materials	supplementary materials	reading materials
 excused lateness, absence, or missed classwork 	• Encourage students to	 Use technology, if available 	• Deliver the content in "chunks"
 pre-approved nurse's 	move through content areas	and appropriateVaried homework and	 Varied texts and
office visits and	at their own pace	products	supplementary materials
accompaniment to visits	• After mastery of a unit, provide students with more	 Varied questioning 	• Use technology, if
occupational or physical	advanced learning	strategies	available and appropriate
therapy	activities, not more of the	 Provide background 	Varied homework and
	same activity	knowledge	products
	• Present information using a	 Define key vocabulary, 	 Varied questioning strategies
	thematic, broad-based, and	multiple-meaning words,	 Provide background
	integrative content, rather than just single-subject	and figurative language.	knowledge
	areas	 Use audio and visual supports, if available and 	 Define key vocabulary,
		supports, if available and appropriate	multiple-meaning words,
		 Provide multiple learning 	and figurative language.
		opportunities to reinforce	• Use audio and visual
		key concepts and	supports, if available and appropriate
		vocabulary	 Provide multiple learning
		 Meet with small groups to 	opportunities to reinforce
		reteach idea/skill	key concepts and
		Provide cross-content	vocabulary
		application of concepts	• Meet with small groups to
			reteach idea/skill

	 Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate Ability to work at their application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate
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ELA ESL Curriculum: Proficiency Levels 1-5 Grade 2

Unit 4
Communities
The curriculum for Grade 2 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.
Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.
In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.
The focus will be on language and literacy. Foundational skills, although incorporated within

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Second Trimester	Elementary School Grade 2 meets for	Levels 1 - 5
5-6 Weeks	ELA for a period of 80 minutes daily.	

Stage 1: Identify Desired Results		
WIDA Standards		
Standard 1	Language for Social and Instructional Purposes	
	English language learners communicate for social and instructional	
	purposes within the school setting.	
Standard 2	Language for Language Arts	
	English language learners communicate information, ideas and concepts	
	necessary for academic success in the content area of language arts.	
Standard 3	Language for Mathematics	

	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of mathematics.
Standard 4	Language for Science
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of science.
Standard 5	Language for Social Studies
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of social studies.
Vocabulary	ELP 1 - Most common vocabulary
Usage	ELP 2 - High frequency vocabulary
	ELP 3 - General and some specific vocabulary
	ELP 4 - Specialized and some technical vocabulary
	ELP 5 - Specialized and technical vocabulary
Language	ELP 1- Memorized language
Forms and	ELP 2 - Language with errors where meaning is obscured.
Conventions	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.
Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in	Students will explore different types of texts and find
order to demonstrate	the theme of problem resolution.
comprehension and engage in the	
topic of communities?	Listening for familiar words and watching the speaker
	for clues may help me figure out what the speaker is
How can I communicate in different	saying.
ways?	
	Using pictures, movement, and acting words out can
Does working as a team help	help my classmates, my teacher, and
resolve problems?	others understand me.
	Understand that nonfiction / informational stories are
What parts of a story are important	about real people and real events.
and why?	
	Understand the different parts of a story to increase
	my comprehension.

What strategies can I use to better understand unfamiliar language?	Use the text to find answers to questions.
How can I make myself understood as a speaker?	Understand imagery and sensory details in a poem
Why is it important to keep trying even if something is difficult to do?	Integrating myself as part of the community is important for my health

Stage 2: Evidence		
Formative Assessments	Summative Assessments	
 Anecdotal records Observations Oral retell Collaborative discussions Tests Quizzes Exit tickets Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric Sorting/matching activities Class polls/hand signals Performance tasks (borrowed from unit skills & vocabulary) Listening comprehension tasks Online mini assessments: Kahoot, Nearpod, Seesaw, etc. 	 Journey's Unit Assessments Teacher created Assessments Benchmark Assessments – WIDA MODEL and/or ACCESS Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication. 	

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity of writing an informational article and creating a classroom Hall of Fame Display.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to create an article.
- Effective use of vocabulary for Unit 4.
- Appropriate use of who, what, where, when, why, and how.
- Appropriate language to ask and answer questions.
- Use of simple present and past forms of common verbs (*to feel, to be*), as well as to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.

- Use of sentence frames as needed.
- Elaborate on fact and opinion when writing/drawing an article.
- Use real newspapers to have students find different features of an article.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 2 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 2 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Participate in TPR activities
Pre-teach vocabulary in context
Listen and demonstrate comprehension of stories read aloud
Retell a story (beginning, middle end) after listening to/or reading a story
Use a Venn diagram to compare and contrast stories
Use a graphic organizer to find a text's features
Use sentence frames to cite text evidence
Know the letters of the alphabet and differentiate between vowels and consonants
Know basic spelling patterns using cvc, cvce and cvvc
Know blends and digraphs
Know base words with endings –s, -es, -ing, -ed

Scaffolds Per Proficiency Levels and Domain				
	Domain: Listening			
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step-	Use manipulative	Use graphics/realia to	Use Venn Diagram to	Confirm students'
directions for	visuals for	model following	compare and contrast	prior knowledge
students to follow	students to	multi-step oral	information heard	of content topics
	manipulate in	directions		
Provide	order to		Jigsaw discussions	
visual/graphic	demonstrate	Orally and using		
displays for	sequence of story	gestures emphasize		
students to match		key words from text		
to social language	Use TPR	to match main ideas		
		of familiar text read		
Use realia that	Model matching	aloud to visuals		
match vocabulary	or classifying oral			
or oral statements	descriptions to	Provide wait time		
	real-life			
Use L1	experiences or	Use anticipation		
words/cognates		guides such as asking		
when possible				

Allow students to listen to recorded audio as needed		questions/discussing theme		
		Domain: Speaking		
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh- questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned responses Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think because" Allow Small group activities following teacher modeling	Provide Graphic Organizer for oral retell Prompt student to	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.
		Domain: Reading		
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible Preview story with picture walk Use picture cards	Preview text using KWL chart Modify length of reading passages Pre-teach	Use word wall with vocabulary relevant to lesson using pictures Offer text at student's	Model developing a story map. Ask inference/predictio ns Questions	Provide Graphic Organizer for development of text summary
Identify cognates and pre-teach	vocabulary in text using pictures and	proficiency level.		

vocabulary connecting to L1 when possible Use Teacher Read- Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Ask text-dependent questions		
EL D4	EL D 2	Domain: Writing	ELD4	EL DE
ELP1	ELP2 Use PWI model	ELP3	ELP4	ELP5
Create vocabulary notebook with		Use Graphic Organizers	Prompt students to independent	Independent use of target vocabulary
images and L1	Model using	Organizers	writing	target vocabulary
translation	Graphic Organizer	Model writing full		
	to write down ideas	sentences	Encourage use of	
Allow student to			target vocabulary	
write words in L1	Prompt students to	Provide sentence		
	engage in sharing of	stems: "My friend	Encourage use of	
Allow students to	ideas.	Paul is feeling	proper sentence	
draw pictures		because he "	formation	
Provide sentence	Use storyboard where students	^{."}		
frames with word	draw and write	Use storyboard –		
bank and images.	simple sentences	using pictures and		
"My friend can		full sentences.		
"	Provide sentence			
	frames: "When I			
Label pictures with	cry, l feel".			
words from word bank.				

- how to make, confirm, and revise inferences and predictions different parts of story structure •

- how to sequence the story and use sequential words
- how to find text evidence and use it to support answers
- how to differentiate between formal and informal language

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of science.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for communities.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 4 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts		
Related NJSLS	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas	
LA.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.	
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.	
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	

LA.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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.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.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identify how each successive part builds on earlier sections.

LA.RL.2.6	Acknowlegde differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.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.
LA.RL.2.8	(Not applicable to literature)
LA.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.
LA.RL.2.10	RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
Reading Informational	
LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.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.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Vocabulary Acquisition and Uses
LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.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.
LA.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.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, and revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaoration with peers.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number on a single topic to produce a report; record science observations.)

LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Vocabulary Acquisition and Use	
LA.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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.B	Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy / unhappy, tell / retell).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meanng of individual words to predict the meaing of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.2.5	Demonstarate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identifiy real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.2.5.B	Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives. (e.g., thin, slender, skinny, scrawny).
LA.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).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Mr. Tanen's Tie Trouble / the Jefferson Daily News
 - Luke Goes to Bat / Jackie Robinson
 - My Name is Gabriela / Poems about Reading and Writing
 - The Signmaker's Assistant / The Trouble with Signs
 - Dex: The Heart of a Hero / Heroes Then and Now
- Extended Reading: Where do Polar Bears Live?
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Readers
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- Readworks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastics
- Native language resources
- Picture Dictionaries

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld	
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/	

Helpful Resources for ESL Lesson Planning and Material Creation

Colorin Colorado	ELLs in Elementary School
NJDOE Title III &	Websites for Teachers
Bilingual/ESL Education	
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin- Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpri
ELLS TOP NJSLA	ng2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model	http://www.state.nj.us/education/modelcurriculum/ela/
Curriculum Framework	
Scholastic	Unlocking Language for ELLs
Facilitate Language	https://www.languagemagazine.com/april-2018-internet-
Acquisition by Carol	edition/
Gaab	
Krashen on L2	http://www.sdkrashen.com
Acquisition	

Interdisciplinary Connections

Related	College and Career Ready Practices
NJSLS	Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.

CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related	Civic Financial Responsibility
NJSLS	Performance Expectations
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
Related	Career Awareness and Planning
NJSLS	Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
Related	Creativity and Innovation
NJSLS	Performance Expectations
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a,
	2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.Cl.2	Demonstrate originality and inventiveness in work.
Related	Critical Thinking and Problem-solving
NJSLS	Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively
	brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Related	Digital Citizenship
NJSLS	Performance Expectations
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.

Related NJSLS	Global and Cultural Awareness Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Related NJSLS	Information and Media Literacy Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information
9.4.2.11112.5	about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	Technology Literacy Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government
0.1.2.CIVICSF1.1	leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a
0.1.2.CIVICSP1.4	community.
Related NJSLS	Civics, Government, and Human Rights: Participation and Deliberation
	Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts,
	listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to
0.1.2.CIVICSPD.2	make decisions.
Related NJSLS	Civics, Government, and Human Rights: Democratic Principles

	Performance Expectations
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Comprehensive Health and Physical Education

Indicator	Emotional Health
Number	Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts,
	feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms,
	playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent	Special Education and At-Risk	English Language Learners
	Accommodations and	Accommodations and	Accommodations and
Students can qualify for 504 plans if they have physical or mental impairments that	Modifications	Modifications	Modifications

affect or limit any of their abilities to: • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work Examples of accommodations in 504 plans include: • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy	 Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources Increase the level of complexity Decrease scaffolding Variety of finished products Allow for greater independence Learning stations, interest groups Varied texts and supplementary materials Use of technology Flexibility in assignments Varied questioning strategies Encourage research Strategy and flexible groups based on formative assessment or student choice Acceleration within a unit of study Exposure to more advanced or complex concepts, abstractions, and materials Encourage students to move through content areas at their own pace After mastery of a unit, provide students with more advanced learning activities, not more of the same activity Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	 Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill Provide cross-content application of concepts 	 Focus on concept not details More visual prompts Leveled readers and teacher annotated sources Guided notes with highlighted words and concepts Use of Merriam-Webster's ELL dictionary Timelines and graphic organizers Remove unnecessary material, words, etc., that can distract from the content Use of off-grade level materials Provide appropriate scaffolding Limit the number of steps required for completion Time allowed Level of independence required Tiered centers, assignments, lessons, or products Provide appropriate leveled reading materials Deliver the content in "chunks" Varied texts and supplementary materials Use technology, if available and appropriate Varied questioning strategies Provide background knowledge Define key vocabulary, multiple-meaning words, and figurative language. Use audio and visual supports, if available and appropriate Provide multiple learning opportunities to reinforce key concepts and vocabulary Meet with small groups to reteach idea/skill
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	 Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate Ability to work at their application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate
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ELA ESL Curriculum: Proficiency Levels 1-5 Grade 2

Unit 5
Growth and Change
The curriculum for Grade 2 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.
Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.
In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Second Trimester	Elementary School Grade 2 meets for	Levels 1 - 5
5-6 Weeks	ELA for a period of 80 minutes daily.	

	Stage 1: Identify Desired Results
	WIDA Standards
Standard 1	Language for Social and Instructional Purposes
	English language learners communicate for social and instructional
	purposes within the school setting.
Standard 2	Language for Language Arts
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of language arts.
Standard 3	Language for Mathematics

	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of mathematics.
Standard 4	Language for Science
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of science.
Standard 5	Language for Social Studies
	English language learners communicate information, ideas and concepts
	necessary for academic success in the content area of social studies.
Vocabulary	ELP 1 - Most common vocabulary
Usage	ELP 2 - High frequency vocabulary
	ELP 3 - General and some specific vocabulary
	ELP 4 - Specialized and some technical vocabulary
	ELP 5 - Specialized and technical vocabulary
Language	ELP 1- Memorized language
Forms and	ELP 2 - Language with errors where meaning is obscured.
Conventions	ELP 3 - Language with errors but meaning is retained.
	ELP 4 - Language with minimal errors.
	ELP 5 - Language comparable to English peers.
Linguistic	ELP 1 - Single words
Complexity	ELP 2 - Phrases, short sentences
	ELP 3 - Series of related sentences
	ELP 4 - Moderate discourse
	ELP 5 - Complex discourse
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)

Essential Questions	Enduring Understandings
What language do students need in	Listening for familiar words and watching the speaker
order to demonstrate	for clues may help me figure out what the speaker is
comprehension and engage in the	saying.
topic of communities?	
	Using pictures, movement, and acting words out can
How can I communicate in different	help my classmates, my teacher, and
ways?	others understand me.
	Understand the different parts of a story to increase
What parts of a story are important	my comprehension.
and why?	
What strategies can I use to better	Use the text to find answers to questions.
understand unfamiliar language?	
	Understand a characters' thoughts to help identify
	their feelings and traits

How can I make myself understood as a speaker?	Research requires multiple steps
How do friends help each other?	Idioms are a type of figurative language that contribute to the meaning of the text
How do living things grow and change?	Sequencing events helps with summarizing
	Summarizing helps with drawing conclusions
Why are some stories told	
repeatedly?	

Stage 2: Evidence		
Formative Assessments	Summative Assessments	
 Anecdotal records Observations Oral retell Collaborative discussions Tests Quizzes Exit tickets Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric Sorting/matching activities Class polls/hand signals Performance tasks (borrowed from unit skills & vocabulary) Listening comprehension tasks Online mini assessments: Kahoot, Nearpod, Seesaw, etc. 	 Journey's Unit Assessments Teacher created Assessments Benchmark Assessments – WIDA MODEL and/or ACCESS Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication. 	

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity of planting seed and making observations as they grow.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to create an article.
- Effective use of vocabulary for Unit 5.
- Appropriate use of who, what, where, when, why, and how.
- Appropriate language to ask and answer questions.
- Use of simple present and past forms of common verbs (*to feel, to be*), as well as to ask and answer questions.

- Effective use of the conjunction *because* to elaborate on ideas.
- Use of sentence frames as needed.
- Learn to draw conclusions using oral language.
- Distinguish between what they know by seeing (observation) and what they know by thinking (ideas and inferences) and share those differences with classmates.
- Practice the steps of research through speech and graphics.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 2 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 2 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

 Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. Linguistic Activities Logical-mathematical Spatial Bodily-Kinesthetic Interpretive, interpersonal and presentational Reading, listening, viewing Singing, drawing, dancing Build background knowledge Establish rules and model procedures for classroom discussions Pre-teach academic and content vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. Sample Activities: 	Activities	Methodologies
	 accommodate the learning styles of all students is a necessary requirement. Linguistic Activities Logical-mathematical Spatial Bodily-Kinesthetic Interpretive, interpersonal and presentational Reading, listening, viewing Singing, drawing, dancing Build background knowledge Establish rules and model procedures for classroom discussions Pre-teach academic and content vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. 	 Comprehension Based Communicative Language Teaching Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets. Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content

Γ	Include SIOP strategies
	Engage in discussions about ways of resolving a problem
	Participate in TPR activities
	Pre-teach vocabulary in context
	Listen and demonstrate comprehension of stories read aloud
	Retell a story orally after listening to and/or reading a story
	Use a graphic organizer to summarize a selection
	Use a Venn diagram to compare and contrast stories
	Use sentence frames to cite text evidence
	Know the letters of the alphabet and differentiate between vowels and consonants
	Know basic spelling patterns using cvc, cvce and cvvc
	Know blends and digraphs
	Know base words with endings —s, -es, -ing, and -ed

Scaffolds Per Proficiency Levels and Domain				
		Domain: Listening	5	
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step- directions for students to follow	Use manipulative visuals for students to manipulate in	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language	order to demonstrate sequence of story Use TPR	Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals	Jigsaw discussions	

Use realia that match vocabulary or oral statements Use L1 words/cognates when possible Allow students to listen to recorded audio as needed	Model matching or classifying oral descriptions to real-life experiences or visually- represented information. Restate/rephrase and use similar sentence structures in oral routines	Provide wait time Use anticipation guides such as asking questions/discussing theme		
		Domain: Speaking		
ELP1	ELP2	ELP3	ELP4	ELP5
Allow students to speak with peers in L1 if possible Allow students to point to pictures/drawings or writing in L1 to demonstrate what they know Ask simple yes/no questions Ask simple wh- questions about the text Encourage participation in group chants, poems, and songs that help illustrate vocabulary meaning	Use L1, pictures, gestures, or single words and patterned response Use simple sentence frames Think-Pair-Share discussions Model responses of higher-order thinking using sentence frames: "I think because" Allow Small group activities following teacher modeling	 Prompt student to dialogue/collaborati on Think-Pair-Share Scaffold responses to higher order thinking by using sentence frames 	Model/Expect full sentence response Expect full answers to higher order thinking questions Encourage students to orally present/describe drawings to classmates	Model dialogue expected in discussion of ideas.
		Domain: Reading		
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1 if possible Preview story with picture walk	Preview text using KWL chart Modify length of reading passages	Use word wall with vocabulary relevant to lesson using pictures	Model developing a story map.	Provide Graphic Organizer for development of text summary

Use picture cards Identify cognates and pre-teach vocabulary connecting to L1	Pre-teach vocabulary in text using pictures and cognates (if available)	Offer text at student's proficiency level. Ask text-dependent questions	Ask inference/predictio ns Questions	
when possible Use Teacher Read- Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using	Student will retell sequence of events of text read using pictures/visual tools for students to manipulate			
pictures/visual tools for students to manipulate		Domain: Writing		
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary	Use PWI model	Use Graphic	Prompt students to	Independent use of
notebook with		Organizers	independent	target vocabulary
images and L1	Model using		writing	
translation	Graphic Organizer to write down ideas	Model writing full sentences	Encourage use of	
Allow student to	Dromot students to	Provide sentence	target vocabulary	
write words in L1	Prompt students to engage in sharing of	stems: "My friend	Encourage use of	
Allow students to	ideas.	Paul is feeling	proper sentence	
draw pictures		because he	formation	
1	Use storyboard	<i>"</i>		
Provide sentence	where students			
frames with word	draw and write	Use storyboard –		
bank and images.	simple sentences	using pictures and		
		full sentences.		
"My friend can				
"My friend can "	Provide sentence frames: "When I			
Label pictures with				
	frames: "When I			

What will Students know?

- how to make, confirm, and revise inferences and predictions
- how to sequence events to help with retelling / summarizing
- how to find text evidence and use it to support answers
- how to spot figurative language in order to understand how it impacts meaning

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of science.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for Growth and Change

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 5 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts		
Related NJSLS	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas	
LA.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.	
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.	
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.	

LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.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.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending

	concludes the action identify how each successive part builds on earlier sections.
LA.RL.2.6	Acknowlegde differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
LA.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.
LA.RL.2.8	(Not applicable to literature)
LA.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.
LA.RL.2.10	RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
Reading Informational	
LA.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.
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
LA.RI.2.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.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.

Related NJSLS	Part 3 College and Career Readiness Anchor Standards for Writing Text Type and Purposes Production and Distribution of Writing Research to Build and Present Knowledge Vocabulary Acquisition and Uses
LA.W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
LA.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.
LA.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.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, and revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaoration with peers.

LA.W.2.7	Participate in shared research and writing projects (e.g., read a number on a single topic to produce a report; record science observations.)
LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Vocabulary Acquisition and Use	
LA.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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.B	Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy / unhappy, tell / retell).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meanng of individual words to predict the meaing of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.2.5	Demonstarate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identifiy real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.2.5.B	Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives. (e.g., thin, slender, skinny, scrawny).
LA.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).

Suggested Resources and Materials

Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - Penguin Chick / Emperor Penguins
 - Gloria Who Might Be My Best Friend / How to Make a Kite
 - The Goat in the Rug / Basket Weaving
 - Half-Chicken / The Lion and The Mouse
 - From Seed to Plant / Super Soil
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Reader
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- Readworks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastic
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
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New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers
Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin- Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpri ng2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet- edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related	College and Career Ready Practices
NJSLS	Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.

CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related	Civic Financial Responsibility
NJSLS	Performance Expectations
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.
Related NJSLS	Career Awareness and Planning Performance Expectations
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.
Related	Creativity and Innovation
NJSLS	Performance Expectations
9.4.2.Cl.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.Cl.2	Demonstrate originality and inventiveness in work.
Related NJSLS	Critical Thinking and Problem-solving Performance Expectations
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
Related	Digital Citizenship
NJSLS	Performance Expectations
9.4.2.DC.1	Explain differences between ownership and sharing of information.
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.

Related NJSLS	Global and Cultural Awareness Performance Expectations
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.
Related NJSLS	Information and Media Literacy Performance Expectations
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.
9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social.
Related NJSLS	Technology Literacy Performance Expectations
9.4.2.TL.2	Create a document using a word processing application.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
Related NJSLS	Civics, Government, and Human Rights: Participation and Deliberation Performance Expectations
Related NJSLS 6.1.2.CivicsPD.1	
	Performance ExpectationsEngage in discussions effectively by asking questions, considering facts,

Related NJSLS	Civics, Government, and Human Rights: Democratic Principles Performance Expectations	
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.	
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.	
Related NJSLS	Civics, Government, and Human Rights: Processes and Rules Performance Expectations	
6.1.2.CivicsPR.1	Determine what makes a good rule or law.	
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in	
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.	
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.	
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations	
6.1.2.CivicsCM.1	.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.	
6.1.2.CivicsCM.2	Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).	
6.1.2.CivicsCM.3	Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.	

Comprehensive Health and Physical Education

Indicator	Emotional Health
Number	Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts,
	feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms,
	playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent	Special Education and At-Risk	English Language Learners
	Accommodations and	Accommodations and	Accommodations and
Students can qualify for 504 plans if they have physical or	Modifications	Modifications	Modifications

mental impairments that	• Allow for further	Focus on concept not	Focus on concept not
affect or limit any of their	independent research on	details	details
abilities to:	topics of interest related to	 More visual prompts 	More visual prompts
	the unit of study	 Leveled readers and 	 Leveled readers and
- Walk, breathe, eat, or sleep	 Advanced leveled readers and sources 	teacher annotated sources	teacher annotated sources
• communicate, see, hear, or	 Increase the level of 	 Timelines and graphic 	Guided notes with
speak	complexity	organizers	highlighted words and
 read, concentrate, think, or 	 Decrease scaffolding 	Remove unnecessary	concepts
 learn stand, bend, lift, or work 	• Variety of finished	material, words, etc., that	Use of Merriam-Webster's
• stand, bend, int, or work	products	can distract from the content	ELL dictionary
	• Allow for greater	 Use of off-grade level 	 Timelines and graphic organizers
Examples of accommodations	independence	materials	 Remove unnecessary
in 504 plans include:	• Learning stations, interest	 Provide appropriate 	material, words, etc., that
	groupsVaried texts and	scaffolding	can distract from the
 preferential seating 	• varied texts and supplementary materials	• Limit the number of steps	content
 extended time on tests and 	 Use of technology 	required for completion	• Use of off-grade level
assignments	• Flexibility in assignments	Time allowed	materials
reduced homework or	Varied questioning	Level of independence	Provide appropriate scaffolding
classwork	strategies	required	 Limit the number of steps
 verbal, visual, or technology aids 	• Encourage research	Tiered centers,	required for completion
 modified textbooks or 	• Strategy and flexible groups based on formative	assignments, lessons, or	• Time allowed
audio-video materials	assessment or student	productsProvide appropriate	• Level of independence
 behavior management 	choice	leveled reading materials	required
	• Acceleration within a unit	 Deliver the content in 	• Tiered centers,
 adjusted class schedules or 	of study	"chunks"	assignments, lessons, or products
grading	• Exposure to more advanced	 Varied texts and 	 Provide appropriate leveled
 verbal testing 	or complex concepts, abstractions, and materials	supplementary materials	reading materials
 excused lateness, absence, 	 Encourage students to 	• Use technology, if available	• Deliver the content in
OF THISSEU CLASSWORK	move through content areas	and appropriate	"chunks"
 pre-approved nurse's 	at their own pace	 Varied homework and 	• Varied texts and
office visits and	• After mastery of a unit,	products	supplementary materials
accompaniment to visits occupational or physical	provide students with more	 Varied questioning 	• Use technology, if available and appropriate
therapy	advanced learning	strategies	 Varied homework and
and apy	activities, not more of the same activity	 Provide background knowledge 	products
	 Present information using a 	 Define key vocabulary, 	Varied questioning
	thematic, broad-based, and	multiple-meaning words,	strategies
	integrative content, rather	and figurative language.	Provide background
	than just single-subject	 Use audio and visual 	knowledge
	areas	supports, if available and	• Define key vocabulary, multiple-meaning words,
		appropriate	and figurative language.
		 Provide multiple learning 	 Use audio and visual
		opportunities to reinforce	supports, if available and
		key concepts and	appropriate
		vocabulary	Provide multiple learning
		 Meet with small groups to reteach idea/skill 	opportunities to reinforce
		 Provide cross-content 	key concepts and vocabulary
		application of concepts	 Meet with small groups to
			reteach idea/skill

	 Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate Ability to work at their application of concepts Ability to work at their own pace Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate
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ELA ESL Curriculum: Proficiency Levels 1-5 Grade 2

Unit 6		
The World Beyond		
The curriculum for Grade 2 ESL is designed to meet the needs of Multilingual Learners, including those that are new to the United States as well as those that were born in the US but speak a primary language other than English.		
Students will learn how people discover new things about themselves through experiences and relationships. In this unit, students will engage in speaking and listening activities that will provide them opportunities to develop language while building vocabulary. Students will be able to use academic and content vocabulary to meaningfully communicate ideas and information with peers. Students will explore social relationships through being exposed to informational and fictional texts read aloud. These texts will help our multilingual learners build knowledge while developing phonemic awareness, phonics, vocabulary acquisition, fluency and comprehension. Students will learn vocabulary that will help them explain feelings and emotions, while developing skills needed to appreciate the unique characteristics of those around us.		
In this unit, multilingual learners will be exposed to a variety of literary genres and will have access to technology that will support the development of their English receptive and productive language. The scaffolds suggested for this unit will allow students at all proficiency levels develop content and academic language simultaneously.		

The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.

Suggested Pacing	Frequency of Instruction	Proficiency Level Target
Second Trimester	Elementary School Grade 2 meets for	Levels 1 - 5
5-6 Weeks	ELA for a period of 80 minutes daily.	

Stage 1: Identify Desired Results				
WIDA Standards				
Standard 1	Language for Social and Instructional Purposes			
	English language learners communicate for social and instructional			
	purposes within the school setting.			
Standard 2	Language for Language Arts			
	English language learners communicate information, ideas and concepts			
	necessary for academic success in the content area of language arts.			
Standard 3	Language for Mathematics			

	English language learners communicate information, ideas and concepts		
	necessary for academic success in the content area of mathematics.		
Standard 4	Language for Science		
	English language learners communicate information, ideas and concepts		
	necessary for academic success in the content area of science.		
Standard 5	Language for Social Studies		
	English language learners communicate information, ideas and concepts		
	necessary for academic success in the content area of social studies.		
Vocabulary	ELP 1 - Most common vocabulary		
Usage	ELP 2 - High frequency vocabulary		
	ELP 3 - General and some specific vocabulary		
	ELP 4 - Specialized and some technical vocabulary		
	ELP 5 - Specialized and technical vocabulary		
Language	ELP 1- Memorized language		
Forms and	ELP 2 - Language with errors where meaning is obscured.		
Conventions	ELP 3 - Language with errors but meaning is retained.		
	ELP 4 - Language with minimal errors.		
	ELP 5 - Language comparable to English peers.		
Linguistic	ELP 1 - Single words		
Complexity	ELP 2 - Phrases, short sentences		
	ELP 3 - Series of related sentences		
	ELP 4 - Moderate discourse		
	ELP 5 - Complex discourse		
NJSLS	See appendix 1 for NJSLS (NJ Student Learning Standards)		

Essential Questions	Enduring Understandings
What language do students need in	Listening for familiar words and watching the speaker
order to demonstrate	for clues may help me figure out what the speaker is
comprehension and engage in the topic of communities?	saying.
topic of communities:	Using pictures, movement, and acting words out can
How can I communicate in different	help my classmates, my teacher, and
ways?	others understand me.
How did people in the past communicate?	Use knowledge of characters and events to analyze and evaluate the text
What strategies can I use to better understand unfamiliar language?	Use the text to find answers to questions.
	Making connections is needed for deeper
	understanding of the text

How can I make myself understood	
as a speaker?	Using context will help me to understand unfamiliar words.
How has history impacted our lives	
today?	Diagrams, pictures, charts, etc. are used to help better
	understand the meaning of a selection
What can I learn from reading	
traditional tales?	Responses to poems should include my opinion

Stage 2: Evidence				
Formative Assessments	Summative Assessments			
 Anecdotal records Observations Oral retells Collaborative discussions Tests Quizzes Exit tickets Picture prompt quick writing activities/drawing scored with WIDA Writing Rubric Sorting/matching activities Class polls/hand signals Performance tasks (borrowed from unit skills & vocabulary) Listening comprehension tasks Online mini assessments: Kahoot, Nearpod, Seesaw, etc. 	 Journey's Unit Assessments Teacher created Assessments Benchmark Assessments – WIDA MODEL and/or ACCESS Portfolios documenting Evidence of the completion of "Can Do" tasks performed at the ELP level for each individual child across the interpretive, interpersonal modes of communication. 			

Unit Projects / Assessments:

At the end of this unit students will complete the suggested unit activity of finding out what floats.

- Student performance on speaking and writing tasks are assessed using WIDA rubrics which provide the students with feedback about how their performance in the assessed tasks are matched with the targeted proficiency level.
- Appropriate use of drawing, dictating, and/or writing to create an article.
- Effective use of vocabulary for Unit 6.
- Appropriate use of who, what, where, when, why, and how.
- Appropriate language to ask and answer questions.
- Use of simple present and past forms of common verbs (*to feel, to be*), as well as to ask and answer questions.
- Effective use of the conjunction *because* to elaborate on ideas.
- Use of sentence frames as needed.

- Learn to draw conclusions using oral language.
- Make predictions and generate explanations through observation and research.
- Distinguish between what is known through observation and what is known through ideas.
- Practice the steps of research.

Note: Stage 3: Learning Plan

How will the learning unfold over the course of the unit?

The thematic units of the Grade 2 ESL Curriculum have been designed to provide instruction and opportunities for students to acquire language and develop increasing proficiency across the three modes of communication: interpretive, interpersonal, and presentational. The goal of the Grade 2 ESL curriculum is to advance students from one proficiency level to the next, while meeting content standards.

Activities	Methodologies
 Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement. Linguistic Activities Logical-mathematical Spatial Bodily-Kinesthetic Interpretive, interpersonal and presentational Reading, listening, viewing Singing, drawing, dancing Build background knowledge Establish rules and model procedures for classroom discussions Pre-teach academic and content vocabulary for lesson Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations. Sample Activities: 	 Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching Acquisition focused approach: teachers will provide students with compelling and comprehensible language activities in the target language. Teacher will use content area studies as the context for language learning. Teachers must use sheltered instruction strategies to support student comprehension, increase the quantity and quality of comprehensible input and the development of fluency within the limited scope of our curricular targets. Teachers must know the ELP for each of their students in order to appropriately provide differentiation within the content of ELA.

Engage in discussions about ways of resolving a problem
Participate in TPR activities
Pre-teach vocabulary in context
Listen and demonstrate comprehension of stories read aloud
Retell a story orally after listening to and or reading a story
Use a graphic organizer to help identify text features
Use sentence frames to cite text evidence
Know the letters of the alphabet and differentiate between vowels and consonants
Know basic spelling patterns using cvc, cvce and cvvc
Know blends and digraphs
Know base words with endings –s, -es, -ing, and -ed

Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
Model one step- directions for students to follow	Use manipulative visuals for students to	Use graphics/realia to model following multi-step oral directions	Use Venn Diagram to compare and contrast information heard	Confirm students' prior knowledge of content topics
Provide visual/graphic displays for students to match to social language	manipulate in order to demonstrate sequence of story Use TPR	Orally and using gestures emphasize key words from text to match main ideas	Jigsaw discussions	
Use realia that match vocabulary or oral statements	Model matching or classifying oral descriptions to real-life	of familiar text read aloud to visuals Provide wait time		
	experiences or			

Use L1 words/cognates when possible Allow students to listen to recorded	represented information.	Use anticipation guides such as asking questions/discussing theme		
audio as needed	sentence			
	structures in oral routines			
		Domain: Speaking		
ELP1	ELP2	Domain: Speaking ELP3	ELP4	ELDE
Allow students to			ELP4 Model/Expect full	ELP5
speak with peers in	Use L1, pictures, gestures, or single	Provide Graphic Organizer for oral	sentence response	Model dialogue expected in
L1 if possible	words and	retell	sentence response	discussion of
	patterned responses		Expect full answers	ideas.
Allow students to		Prompt student to	to higher order	
point to	Use simple sentence	•	thinking questions	
pictures/drawings or	frames	on		
writing in L1 to			Encourage students	
demonstrate what	Think-Pair-Share	Think-Pair-Share	to orally	
they know	discussions		present/describe	
		Scaffold responses	drawings to	
Ask simple yes/no questions	Model responses of higher-order	to higher order thinking by using	classmates	
questions	thinking using	sentence frames		
Ask simple wh-	sentence frames: "I	that are a bit more		
questions about the	think	complex		
text	because"	"In my opinion"		
Encourage	Allow Small group			
participation in	activities following			
group chants,	teacher modeling			
poems, and songs				
that help illustrate				
vocabulary meaning				
		Domain: Reading		
ELP1	ELP2	ELP3	ELP4	ELP5
Preview story in L1	Preview text using	Use word wall with	Model developing a	Provide Graphic
if possible	KWL chart	vocabulary relevant to lesson using	story map.	Organizer for development of
Preview story with	Modify length of	pictures	Ask	text summary
picture walk	reading passages		inference/predictio	
		Offer text at	ns	
Use picture cards	Pre-teach	student's	Questions	
Identify cognates	vocabulary in text using pictures and	proficiency level.		
and pre-teach				

vocabulary connecting to L1 when possible Use Teacher Read- Aloud with gestures Engage students in choral reading Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate	cognates (if available) Student will retell sequence of events of text read using pictures/visual tools for students to manipulate	Ask text-dependent questions		
51.04	51.52	Domain: Writing	ELD4	EL DE
ELP1	ELP2	ELP3	ELP4	ELP5
Create vocabulary notebook with	Use PWI model	Use Graphic Organizers	Prompt students to independent	Independent use of target vocabulary
images and L1	Model using	Organizers	writing	talget vocabulary
translation	Graphic Organizer	Model writing full	whiching	
	to write down ideas	sentences	Encourage use of	
Allow students to			target vocabulary	
write words in L1	Prompt students to	Provide sentence		
	engage in sharing of	stems: "My friend	Encourage use of	
Allow students to	ideas.	Paul is feeling	proper sentence	
draw pictures		because he "	formation	
Provide sentence	Use storyboard where students	·		
frames with word	draw and write	Use storyboard –		
bank and images.	simple sentences	using pictures and		
"My friend can	P	full sentences.		
'''	Provide sentence			
	frames: "When I			
Label pictures with	cry, I feel".			
words from word	1	1	1	

- how to draw conclusions •
- how to find text evidence and use it to support answers

- how to distinguish fact and opinion
- how to make inferences and predictions based on evidence
- how to retell a story and determine its central message, lesson, or moral

What will Students be able to do with the language?

Students will be able to

- Communicate for social and instructional purposes within the school setting.
- Communicate information, ideas, and concepts necessary for academic success in the content area of language arts.
- Communicate information, ideas, and concepts necessary for academic success in the content area of science.
- Communicate information, ideas, and concepts necessary for academic success in the content area of social studies.
- Use prior knowledge to understand meanings of academic and unit vocabulary for communities.

Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:

Unit 6 Tasks and their relation to the New Jersey Student Learning Standards for Language Arts	
Related NJSLS	Part 1 Comprehension and Collaboration Presentation of Knowledge and Ideas
LA.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.
LA.SL.2.1.A	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.2.1.B	Build on others' talk in conversations by linking their explicit comments to the remarks of others.
LA.SL.2.1.C	Ask for clarification and further explanation as needed about the topics and texts under discussion.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LA.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.
LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.5	Use multimedia; Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Related NJSLS	Part 2 College and Career Readiness Anchor Standards for Reading Key Idea and Details Craft and Structure Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity
Reading Literature	
LA.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.
LA.RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
LA.RL.2.3	Describe how characters in a story respond to major events and challenges using key details.
LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identify how each successive part builds on earlier sections.

LA.RL.2.6	Acknowlegde differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.		
LA.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.		
LA.RL.2.8	(Not applicable to literature)		
LA.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.		
LA.RL.2.10	RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.		
Reading Informational			
LA.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.		
LA.RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.		
LA.RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		
LA.RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		
LA.RI.2.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text efficiently.		
LA.RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		
LA.RI.2.7	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		

LA.RI.2.8	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
LA.RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
LA.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.

Related NJSLS	Part 3
	College and Career Readiness Anchor Standards for Writing
	Text Type and Purposes
	Production and Distribution of Writing
	Research to Build and Present Knowledge
	Vocabulary Acquisition and Uses
LA.W.2.1	Write opinion pieces in which they introduce the topic or book
	they are writing about, state an opinion, supply reasons that
	support the opinion, use linking words (e.g., because, and, also)
	to connect opinion and reasons, and provide a conclusion.
LA.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.
LA.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.
LA.W.2.5	With guidance and support from adults and peers, focus on a
	topic and strengthen writing as needed through self-reflection,
	and revising and editing.
LA.W.2.6	With guidance and support from adults, use a variety of digital
	tools to produce and publish writing, including in collaoration
	with peers.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a
	number on a single topic to produce a report; record science
	observations.)

LA.W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
Vocabulary Acquisition and Use	
LA.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.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.B	Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., happy / unhappy, tell / retell).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meanng of individual words to predict the meaing of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.2.5	Demonstarate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identifiy real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
LA.2.5.B	Distinguish shades of meaning among closely related verbs (e.g. toss, throw, hurl) and closely related adjectives. (e.g., thin, slender, skinny, scrawny).
LA.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).

Suggested	Resources	and	Materials
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Teacher selected materials should explore cultural diversity and multiple perspectives. Teachers should strive to access rich, cross-content materials, and provide opportunities for students to research, organize and communicate in the target language using technology.

Resources and Materials

Suggested Materials/Resources/Websites:

- Journeys Paired Selections
 - The Mysterious Tadpole / From Eggs to Frogs
 - The Dog that Dug for Dinosaurs / La Brea Tar Pits
 - Yeh-Shen / Cinderella
 - Two of Everything / Stone Soup
 - Now & Ben / A Model Citizen
 - Extended Read: Exploring Space Travel
- Journeys Level Readers (ELL, Vocabulary, Below, On Level and Above)
- Journeys Write-In Reader
- Starfall.com
- Raz-kids for ELLs
- Epic!
- Seesaw
- Flipgrid
- Readworks
- Uniteforliteracy.org
- Storylineonline.net
- BrainPOP
- Scholastic
- Native language resources
- Picture Dictionaries

Helpful Resources for ESL Lesson Planning and Material Creation

WIDA Standards (2020)	https://wida.wisc.edu/teach/standards/eld
New Jersey Student Learning Standards	https://www.nj.gov/education/standards/
Colorin Colorado	ELLs in Elementary School
NJDOE Title III & Bilingual/ESL Education	Websites for Teachers

Valentina Gonzalez Reading and Writing	Reading and Writing with English Learners - Resources
University of Wisconsin- Madison Libraries	ESL/ELL Education : Interactive Websites for Learning
Accommodations for ELLs for NJSLA	https://nj.mypearsonsupport.com/resources/manuals/NJSLASpri ng2019AFA.pdf
Cognate List	Colorin Colorado Cognate List
Edutopia	Helpful Online Resources for Teaching ELLs
Larry Ferlazzo's Websites	The Best Listening Sites For English Language Learners
NJ Department of Education Model Curriculum Framework	http://www.state.nj.us/education/modelcurriculum/ela/
Scholastic	Unlocking Language for ELLs
Facilitate Language Acquisition by Carol Gaab	https://www.languagemagazine.com/april-2018-internet- edition/
Krashen on L2 Acquisition	http://www.sdkrashen.com

Interdisciplinary Connections

Related	College and Career Ready Practices
NJSLS	Performance Expectations
CRP1	Act as a responsible and contributing citizen and employee.
CRP2	Apply appropriate academic and technical skills.
CRP3	Attend to personal health and financial well-being.
CRP4	Communicate clearly and effectively and with reason.
CRP5	C Consider the environmental, social and economic impacts of decisions.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9	Model integrity, ethical leadership and effective management.
CRP10	Plan education and career paths aligned to personal goals.
CRP11	Use technology to enhance productivity.
CRP12	Work productively in teams while using cultural global competence.

21st Century Life and Careers

Related	Civic Financial Responsibility		
NJSLS	Performance Expectations		
9.1.2.CR.1:	Recognize ways to volunteer in the classroom, school and community.		
9.1.2.CR.2	List ways to give back, including making donations, volunteering, and starting a business.		
Related NJSLS	Career Awareness and Planning Performance Expectations		
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.		
9.1.2.CAP.2	Explain why employers are willing to pay individuals to work.		
Related NJSLS	Creativity and Innovation Performance Expectations		
9.4.2.Cl.1 Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1			
	2.1.2.EH.1, 6.1.2.CivicsCM.2).		
9.4.2.Cl.2	Demonstrate originality and inventiveness in work.		
Related	Critical Thinking and Problem-solving		
NJSLS	Performance Expectations		
9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively		
	brainstorm ways to solve the problem.		
9.4.2.CT.2	Identify possible approaches and resources to execute a plan.		
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).		
Related	Digital Citizenship		
NJSLS	Performance Expectations		
9.4.2.DC.1	Explain differences between ownership and sharing of information.		
9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.		
9.4.2.DC.7	Describe actions peers can take to positively impact climate change.		
Related	Global and Cultural Awareness		
NJSLS	Performance Expectations		
9.4.2.GCA:1	Articulate the role of culture in everyday life by describing one's own culture		
	and comparing it to the cultures of other individuals.		

Related	Information and Media Literacy			
NJSLS	Performance Expectations			
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital			
9.4.2.11VIL.1	resource.			
9.4.2.IML.2	Represent data in a visual format to tell a story about the data.			
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information			
9.4.2.11VIL.3	about topics such as climate change, with guidance and support from adults			
	(e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).			
9.4.2.IML.4 Compare and contrast the way information is shared in a variety of (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).				
				Use appropriate sources of information from diverse sources, contexts,
9.4.5.IML.6	disciplines, and cultures to answer questions.			
9.4.5.IML.7	Evaluate the degree to which information meets a need including social			
9.4.5.IIVIL.7	emotional learning, academic, and social.			
Related	Technology Literacy			
NJSLS	Performance Expectations			
9.4.2.TL.2	Create a document using a word processing application.			
9.4.2.TL.6 Illustrate and communicate ideas and stories using multiple digital to				
	SL.2.5.).			

Social Studies Standards

Related NJSLS	Civics, Government, and Human Rights: Civics and Political Institutions Performance Expectations
6.1.2.CivicsPI.1 Describe roles and responsibilities of community and local gover leaders (e.g., mayor, town council).	
6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important ro	
Related NJSLS	Civics, Government, and Human Rights: Participation and Deliberation Performance Expectations
6.1.2.CivicsPD.1	Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
6.1.2.CivicsPD.2	Establish a process for how individuals can effectively work together to make decisions.
Related NJSLS Civics, Government, and Human Rights: Democratic Principles Performance Expectations	
6.1.2.CivicsDP.1	Explain how national symbols reflect on American values and principles.
6.1.2.CivicsDP.2	Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

Related NJSLS	Civics, Government, and Human Rights: Processes and RulesPerformance ExpectationsDetermine what makes a good rule or law.		
6.1.2.CivicsPR.1			
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.		
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.		
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.		
Related NJSLS	Civics, Government, and Human Rights: Civic Mindedness Performance Expectations		
6.1.2.CivicsCM.1	Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.		
6.1.2.CivicsCM.2	CivicsCM.2 Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).		
6.1.2.CivicsCM.3	Explain how diversity tolerance, fairness, and respect for others can contribut		

Comprehensive Health and Physical Education

Indicator	Emotional Health
Number	Indicator
2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts,
	feelings and actions of oneself and others.
2.1.2.EH.2	Identify what it means to be responsible and list personal responsibilities.
2.1.2.EH.3	Demonstrate self-control in a variety of settings (e.g., classrooms,
	playgrounds, special programs).

Accommodations, Modifications, and Teacher Strategies

504 Plans	Gifted and Talent Accommodations and	Special Education and At-Risk Accommodations and	English Language Learners Accommodations and
Students can qualify for 504 plans if they have physical or	Modifications	Modifications	Modifications
 mental impairments that affect or limit any of their abilities to: walk, breathe, eat, or sleep 	 Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers 	 Focus on concept not details More visual prompts Leveled readers and teacher annotated sources 	 Focus on concept not details More visual prompts Leveled readers and teacher annotated sources
 communicate, see, hear, or speak 	and sources		

• read, concentrate, think, or	• Increase the level of	Timelines and graphic	Guided notes with
learn	complexity	organizers	highlighted words and
 stand, bend, lift, or work 	Decrease scaffolding	Remove unnecessary	concepts
	 Variety of finished products 	material, words, etc., that can distract from the	 Use of Merriam-Webster's ELL dictionary
Examples of accommodations	Allow for greater	content	Timelines and graphic
in 504 plans include:	independence	 Use of off-grade level 	organizers
	• Learning stations, interest	materials	Remove unnecessary
preferential seating	groupsVaried texts and	Provide appropriate	material, words, etc., that can distract from the
 extended time on tests and assignments 	supplementary materials	scaffoldingLimit the number of steps	content
 reduced homework or 	• Use of technology	required for completion	• Use of off-grade level
classwork	Flexibility in assignmentsVaried questioning	Time allowed	materials
 verbal, visual, or 	strategies	Level of independence	Provide appropriate scaffolding
technology aidsmodified textbooks or	Encourage research	requiredTiered centers,	• Limit the number of steps
audio-video materials	• Strategy and flexible groups based on formative	assignments, lessons, or	required for completion
behavior management	assessment or student	products	Time allowedLevel of independence
support	choice	Provide appropriate	required
 adjusted class schedules or grading 	• Acceleration within a unit	leveled reading materialsDeliver the content in	• Tiered centers,
gradingverbal testing	of studyExposure to more advanced	• Deliver the content in	assignments, lessons, or products
 excused lateness, absence, 	or complex concepts,	 Varied texts and 	 Provide appropriate leveled
or missed classwork	abstractions, and materials	supplementary materials	reading materials
pre-approved nurse's	• Encourage students to move through content areas	Use technology, if available	• Deliver the content in
office visits and accompaniment to visits	at their own pace	and appropriateVaried homework and	"chunks"Varied texts and
occupational or physical	• After mastery of a unit,	products	supplementary materials
therapy	provide students with more advanced learning	 Varied questioning 	• Use technology, if
	activities, not more of the	strategies	available and appropriateVaried homework and
	same activity	 Provide background knowledge 	• Varied homework and products
	• Present information using a	 Define key vocabulary, 	Varied questioning
	thematic, broad-based, and integrative content, rather	multiple-meaning words,	strategies
	than just single-subject	and figurative language.	 Provide background knowledge
	areas	Use audio and visual	 Define key vocabulary,
		supports, if available and appropriate	multiple-meaning words,
		 Provide multiple learning 	and figurative language.Use audio and visual
		opportunities to reinforce	• Use audio and visual supports, if available and
		key concepts and	appropriate
		vocabulary	Provide multiple learning
		 Meet with small groups to reteach idea/skill 	opportunities to reinforce key concepts and
		 Provide cross-content 	vocabulary
		application of concepts	• Meet with small groups to
		Ability to work at their own	reteach idea/skillProvide cross-content
		pacePresent ideas using	Provide cross-content application of concepts
		 Present ideas using auditory, visual, 	 Ability to work at their
		kinesthetic, & tactile	own pace
		means	

	 and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate 	Present ideas using auditory, visual, kinesthetic, & tactile means Provide graphic organizers and/or highlighted materials Strategy and flexible groups based on formative assessment Differentiated checklists and rubrics, if available and appropriate
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