

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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ACKNOWLEDGEMENT

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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 inter-related 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 translanguage 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 of Opportunity and Access	INTERGRATION 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-TEs), 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 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 biliteracy 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 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 12th grade 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
<p>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.</p> <p>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.</p> <p>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.</p> <p>Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

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

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 Usage	ELP 1 - Most common vocabulary 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 Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words 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 order to demonstrate comprehension and engage in the topic of social relationships?	Students will explore friendships and the world around them while discussing their own likes and dislikes as they develop skills and strategies across English modalities.
What strategies can I use to better understand unfamiliar language?	Biliteracy is a valuable skill in a global community.
How can I make myself understood as a speaker?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
How do I ask questions to help me understand stories?	Using pictures, movement, and acting words out can 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: Evidence	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.
<p>Unit Projects / Assessments:</p> <p>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.</p> <ul style="list-style-type: none"> ▪ 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
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Include SIOP Strategies</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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.

<p>Display pictures of people from different countries</p> <p>Talk about things that you like to do and how you feel when you do them</p> <p>Respond to greetings/ farewells, participate in TPR activities</p> <p>Pre-teach vocabulary in context</p> <p>Draw/show pictures of different people and engage in discussions of how they are similar and/or different</p> <p>Listen and demonstrate comprehension of stories read aloud</p> <p>Retell a story (beginning, middle end) after listening to/or reading a story</p> <p>Use a Venn diagram to compare and contrast people</p> <p>Compare and contrast different characters from different stories</p> <p>Know the letters of the alphabet and differentiate between vowels and consonants</p> <p>Know basic spelling patterns using cvc and cvce</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match to social language</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>

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

<p>Identify cognates and pre-teach vocabulary connecting to L1 when possible</p> <p>Use Teacher Read-Aloud with gestures</p> <p>Engage students in choral reading</p> <p>Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate</p>	<p>Pre-teach vocabulary in text using pictures and cognates (if available)</p> <p>Student will retell sequence of events of text read using pictures/visual tools for students to manipulate</p>	<p>Offer text at student's proficiency level.</p> <p>Ask text-dependent questions</p>		
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Domain: Writing

ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow student to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "My friend can ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "When I cry, I feel ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "My friend Paul is feeling ____ because he ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use of proper sentence formation</p>	<p>Independent use of target vocabulary</p>

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?	
<p>Students will be able to</p> <ul style="list-style-type: none"> ▪ 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. <p>Students will be able to demonstrate proficiency by performing the following interpretive, interpersonal and presentational tasks:</p>	
Unit 1 Tasks and their relation to the New Jersey 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

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/NJSLASpring2019AFA.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 NJSLs	College and Career Ready Practices 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 NJSLs	Civic Financial Responsibility Performance Expectations
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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.CI.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.CI.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 NJSLS	Digital Citizenship 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
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 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 Number	Emotional Health 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 Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

<p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 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 	<p>can distract from the content</p> <ul style="list-style-type: none"> • 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 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
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		<ul style="list-style-type: none">• Differentiated checklists and rubrics, if available and appropriate	<ul style="list-style-type: none">• 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
<p>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.</p> <p>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.</p> <p>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.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

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

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 Usage	ELP 1 - Most common vocabulary 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 Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words 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 order to demonstrate comprehension and engage in the topic of nature?	Students will explore nature and the world around them while discussing the life cycles and growth of different thing and developing skills and strategies 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 saying.
How do things in nature change when they grow?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
How do we change as we grow?	
What is the cycle of a _____?	Understand that nonfiction stories are about real people and real events.

<p>What strategies can I use to better understand unfamiliar language?</p> <p>How can I make myself understood as a speaker?</p> <p>What words are different in these stories and how can they help me understand nature?</p> <p>What do I know about animal adaptations?</p> <p>How do I deal with challenges?</p>	<p>Understand that realistic fiction is a story that can happen in real life.</p> <p>Use the text to find answers to questions.</p>
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Stage 2: Evidence	
<p>Formative Assessments</p> <ul style="list-style-type: none"> ▪ 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. 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ▪ 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.
<p>Unit Projects / Assessments:</p> <p>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.</p> <ul style="list-style-type: none"> ▪ 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
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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.

<p>Include SIOP Strategies</p> <p>Display pictures of different natural environments</p> <p>Respond to greetings/ farewells, participate in TPR activities</p> <p>Pre-teach vocabulary in context</p> <p>Listen and demonstrate comprehension of stories read aloud</p> <p>Retell a story (beginning, middle end) after listening to/or reading a story</p> <p>Use a Venn diagram to compare and contrast stories</p> <p>Use a graphic organizer to find a text's features</p> <p>Use sentence frames to cite text evidence</p> <p>Know the letters of the alphabet and differentiate between vowels and consonants</p> <p>Know basic spelling patterns using cvc and cvce</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match to social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>

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

<p>vocabulary connecting to L1 when possible</p> <p>Use Teacher Read-Aloud with gestures</p> <p>Engage students in choral reading</p> <p>Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate</p>	<p>cognates (if available)</p> <p>Student will retell sequence of events of text read using pictures/visual tools for students to manipulate</p>	<p>Ask text-dependent questions</p>		
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Domain: Writing

ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow student to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "My friend can ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "When I cry, I feel ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "My friend Paul is feeling ____ because he ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use of proper sentence formation</p>	<p>Independent use of target vocabulary</p>

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 Jersey Student Learning Standards for Language Arts

Related NJSL	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	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	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 NJSL	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 collaboration 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 meaning of individual words to predict the meaning 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	Demonstrate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identify 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).
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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/NJSLASpring2019AFA.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 NJSLS	College and Career Ready Practices 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 NJSLs	Civic Financial Responsibility 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.CI.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.CI.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 NJSLs	Digital Citizenship 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
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 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 Number	Emotional Health 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 plans if they have physical or	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
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<p>mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 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
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		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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ELA ESL Curriculum: Proficiency Levels 1-5

Grade 2

Unit 3
Working It Out
<p>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.</p> <p>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.</p> <p>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.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

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

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 Usage	ELP 1 - Most common vocabulary 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 Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words 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 order to demonstrate comprehension and engage in the topic problem resolution?	Students will explore different types of texts and find the theme of problem resolution.
How can I communicate in different ways?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
Does working as a team help resolve problems?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
What parts of a story are important and why?	Understand that nonfiction / informational stories are about real people and real events. Understand that the different features of a text can help 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.

Stage 2: Evidence	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.
<p>Unit Projects / Assessments:</p> <p>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.</p> <ul style="list-style-type: none"> ▪ 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 (<i>to feel, to be</i>), as well as to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> 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
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Include SIOP strategies</p> <p>Engage in discussions about ways of resolving a problem</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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.

<p>Participate in TPR activities</p> <p>Pre-teach vocabulary in context</p> <p>Listen and demonstrate comprehension of stories read aloud</p> <p>Retell a story after listening to and/or reading a story</p> <p>Use a graphic organizer to summarize a selection</p> <p>Use a Venn diagram to compare and contrast stories</p> <p>Use a graphic organizer to find a text's features</p> <p>Use sentence frames to cite text evidence</p> <p>Know the letters of the alphabet and differentiate between vowels and consonants</p> <p>Know basic spelling patterns using cvc, cvce and cvvc</p> <p>Know base words with endings -s and -es</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match to social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>

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

<p>vocabulary connecting to L1 when possible</p> <p>Use Teacher Read-Aloud with gestures</p> <p>Engage students in choral reading</p> <p>Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate</p>	<p>cognates (if available)</p> <p>Student will retell sequence of events of text read using pictures/visual tools for students to manipulate</p>	<p>Ask text-dependent questions</p>		
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Domain: Writing

ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow student to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "My friend can ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "When I cry, I feel ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "My friend Paul is feeling ____ because he ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use of proper sentence formation</p>	<p>Independent use of target vocabulary</p>

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	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	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 collaboration 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 meaning of individual words to predict the meaning 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	Demonstrate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identify 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).
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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/NJSLASpring2019AFA.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 NJSLS	College and Career Ready Practices 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 NJSLS	Civic Financial Responsibility 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.CI.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.CI.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 NJSLS	Digital Citizenship 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
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 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 Number	Emotional Health 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 plans if they have physical or	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
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<p>mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 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
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		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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ELA ESL Curriculum: Proficiency Levels 1-5

Grade 2

Unit 4
Communities
<p>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.</p> <p>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.</p> <p>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.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

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

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 Usage	ELP 1 - Most common vocabulary 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 Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words 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 order to demonstrate comprehension and engage in the topic of communities?	Students will explore different types of texts and find the theme of problem resolution.
How can I communicate in different ways?	Listening for familiar words and watching the speaker for clues may help me figure out what the speaker is saying.
Does working as a team help resolve problems?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
What parts of a story are important and why?	Understand that nonfiction / informational stories are about real people and real events. 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
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.
<p>Unit Projects / Assessments:</p> <p>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.</p> <ul style="list-style-type: none"> ▪ 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 (<i>to feel, to be</i>), as well as to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> 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
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Include SIOP strategies</p> <p>Engage in discussions about ways of resolving a problem</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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.

<p>Participate in TPR activities</p> <p>Pre-teach vocabulary in context</p> <p>Listen and demonstrate comprehension of stories read aloud</p> <p>Retell a story (beginning, middle end) after listening to/or reading a story</p> <p>Use a Venn diagram to compare and contrast stories</p> <p>Use a graphic organizer to find a text's features</p> <p>Use sentence frames to cite text evidence</p> <p>Know the letters of the alphabet and differentiate between vowels and consonants</p> <p>Know basic spelling patterns using cvc, cvce and cvvc</p> <p>Know blends and digraphs</p> <p>Know base words with endings –s, -es, -ing, -ed</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match to social language</p> <p>Use realia that match vocabulary or oral statements</p> <p>Use L1 words/cognates when possible</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p> <p>Use anticipation guides such as asking</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>

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

<p>vocabulary connecting to L1 when possible</p> <p>Use Teacher Read-Aloud with gestures</p> <p>Engage students in choral reading</p> <p>Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate</p>	<p>cognates (if available)</p> <p>Student will retell sequence of events of text read using pictures/visual tools for students to manipulate</p>	<p>Ask text-dependent questions</p>		
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Domain: Writing

ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow student to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "My friend can ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "When I cry, I feel ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "My friend Paul is feeling ____ because he ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use of proper sentence formation</p>	<p>Independent use of target vocabulary</p>

What will Students know?

- 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	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	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 NJSL	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 collaboration 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 meaning of individual words to predict the meaning 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	Demonstrate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identify 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

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/NJSLASpring2019AFA.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 NJSLs	College and Career Ready Practices 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 NJSLs	Civic Financial Responsibility 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.CI.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.CI.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 NJSLs	Digital Citizenship 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
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 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 Number	Emotional Health 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 Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
Students can qualify for 504 plans if they have physical or mental impairments that			

<p>affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak read, concentrate, think, or learn stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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
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		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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ELA ESL Curriculum: Proficiency Levels 1-5

Grade 2

Unit 5
Growth and Change
<p>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.</p> <p>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.</p> <p>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.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

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

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 Usage	ELP 1 - Most common vocabulary 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 Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words 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 order to demonstrate 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 saying.
How can I communicate in different ways?	Using pictures, movement, and acting words out can help my classmates, my teacher, and others understand me.
What parts of a story are important 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. 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
Why are some stories told repeatedly?	Summarizing helps with drawing conclusions

Stage 2: Evidence	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.

Activities	Methodologies
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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.

<p>Include SIOP strategies</p> <p>Engage in discussions about ways of resolving a problem</p> <p>Participate in TPR activities</p> <p>Pre-teach vocabulary in context</p> <p>Listen and demonstrate comprehension of stories read aloud</p> <p>Retell a story orally after listening to and/or reading a story</p> <p>Use a graphic organizer to summarize a selection</p> <p>Use a Venn diagram to compare and contrast stories</p> <p>Use sentence frames to cite text evidence</p> <p>Know the letters of the alphabet and differentiate between vowels and consonants</p> <p>Know basic spelling patterns using cvc, cvce and cvvc</p> <p>Know blends and digraphs</p> <p>Know base words with endings –s, -es, -ing, and -ed</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match to social language</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>

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

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

What will Students know?
<ul style="list-style-type: none"> ▪ 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?
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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 NJSL	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 NJSL	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	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	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 collaboration 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 meaning of individual words to predict the meaning 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	Demonstrate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identify 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).
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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/NJSLASpring2019AFA.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 NJSLS	College and Career Ready Practices 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 NJSLS	Civic Financial Responsibility 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.CI.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.CI.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 NJSLS	Digital Citizenship 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
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 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 Number	Emotional Health 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 plans if they have physical or	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
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<p>mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 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
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		<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
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ELA ESL Curriculum: Proficiency Levels 1-5

Grade 2

Unit 6
The World Beyond
<p>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.</p> <p>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.</p> <p>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.</p> <p>The focus will be on language and literacy. Foundational skills, although incorporated within the natural flow of the lessons, will be a separate focus.</p>

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

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 Usage	ELP 1 - Most common vocabulary 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 Forms and Conventions	ELP 1- Memorized language ELP 2 - Language with errors where meaning is obscured. ELP 3 - Language with errors but meaning is retained. ELP 4 - Language with minimal errors. ELP 5 - Language comparable to English peers.
Linguistic Complexity	ELP 1 - Single words 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 order to demonstrate 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 saying.
How can I communicate in different ways?	Using pictures, movement, and acting words out can help my classmates, my teacher, and 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
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ 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.
<p>Unit Projects / Assessments:</p> <p>At the end of this unit students will complete the suggested unit activity of finding out what floats.</p> <ul style="list-style-type: none"> ▪ 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 (<i>to feel, to be</i>), as well as to ask and answer questions. ▪ Effective use of the conjunction <i>because</i> 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
<p>Incorporating a variety of activities to accommodate the learning styles of all students is a necessary requirement.</p> <ul style="list-style-type: none"> ▪ 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 <p>Activities in the target language should foster purposeful and meaningful communication that relates to relevant, real-world situations.</p> <p>Sample Activities:</p> <p>Include SIOP strategies</p>	<p>Sheltered Instruction Strategies Comprehension Based Communicative Language Teaching</p> <ul style="list-style-type: none"> ▪ 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.

<p>Engage in discussions about ways of resolving a problem</p> <p>Participate in TPR activities</p> <p>Pre-teach vocabulary in context</p> <p>Listen and demonstrate comprehension of stories read aloud</p> <p>Retell a story orally after listening to and or reading a story</p> <p>Use a graphic organizer to help identify text features</p> <p>Use sentence frames to cite text evidence</p> <p>Know the letters of the alphabet and differentiate between vowels and consonants</p> <p>Know basic spelling patterns using cvc, cvce and cvvc</p> <p>Know blends and digraphs</p> <p>Know base words with endings –s, -es, -ing, and -ed</p>	
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Scaffolds Per Proficiency Levels and Domain				
Domain: Listening				
ELP1	ELP2	ELP3	ELP4	ELP5
<p>Model one step-directions for students to follow</p> <p>Provide visual/graphic displays for students to match to social language</p> <p>Use realia that match vocabulary or oral statements</p>	<p>Use manipulative visuals for students to manipulate in order to demonstrate sequence of story</p> <p>Use TPR</p> <p>Model matching or classifying oral descriptions to real-life experiences or</p>	<p>Use graphics/realia to model following multi-step oral directions</p> <p>Orally and using gestures emphasize key words from text to match main ideas of familiar text read aloud to visuals</p> <p>Provide wait time</p>	<p>Use Venn Diagram to compare and contrast information heard</p> <p>Jigsaw discussions</p>	<p>Confirm students' prior knowledge of content topics</p>

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

<p>vocabulary connecting to L1 when possible</p> <p>Use Teacher Read-Aloud with gestures</p> <p>Engage students in choral reading</p> <p>Student will retell sequence of events of story heard using pictures/visual tools for students to manipulate</p>	<p>cognates (if available)</p> <p>Student will retell sequence of events of text read using pictures/visual tools for students to manipulate</p>	<p>Ask text-dependent questions</p>		
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Domain: Writing

ELP1	ELP2	ELP3	ELP4	ELP5
<p>Create vocabulary notebook with images and L1 translation</p> <p>Allow students to write words in L1</p> <p>Allow students to draw pictures</p> <p>Provide sentence frames with word bank and images. "My friend can ____."</p> <p>Label pictures with words from word bank.</p>	<p>Use PWI model</p> <p>Model using Graphic Organizer to write down ideas</p> <p>Prompt students to engage in sharing of ideas.</p> <p>Use storyboard where students draw and write simple sentences</p> <p>Provide sentence frames: "When I cry, I feel ____".</p>	<p>Use Graphic Organizers</p> <p>Model writing full sentences</p> <p>Provide sentence stems: "My friend Paul is feeling ____ because he ____."</p> <p>Use storyboard – using pictures and full sentences.</p>	<p>Prompt students to independent writing</p> <p>Encourage use of target vocabulary</p> <p>Encourage use of proper sentence formation</p>	<p>Independent use of target vocabulary</p>

What will Students know?

- 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	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	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 collaboration 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 meaning of individual words to predict the meaning 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	Demonstrate understanding of figurative language, words relationships and nuances in word meanings.
LA.2.5.A	Identify 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
 - *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/NJSLASpring2019AFA.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 NJSLs	College and Career Ready Practices 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 NJSLS	Civic Financial Responsibility 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.CI.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.CI.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 NJSLS	Digital Citizenship 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
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 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 Number	Emotional Health 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 Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> walk, breathe, eat, or sleep communicate, see, hear, or speak 	<ul style="list-style-type: none"> Allow for further independent research on topics of interest related to the unit of study Advanced leveled readers and sources 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources 	<ul style="list-style-type: none"> Focus on concept not details More visual prompts Leveled readers and teacher annotated sources

<ul style="list-style-type: none"> • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • 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 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
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		<ul style="list-style-type: none"> • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> • 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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