ESL grades 2-3 Copied from: 2-3 ESL 2022, Copied on: 12/22/23

Content Area: **World Languages**
Course(s):
Time Period: **Trimester 1**
Length: **Full Year**
Status: **Published**

Brief Summary of Unit

"WIDA uses the term 'multilingual learners' to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis." (excerpt from WIDA English Language Development Standards Framework, 2020 Edition Kindergarten - Grade 12). In the Cranford Schools, our children and youth who are, or have been, consistently exposed to multiple languages are referred to as multilingual learners. Our multilingual learners who demonstrate eligibility for English as a Second Language (ESL) services receive our ESL curriculum for the equivalent of one class period (30 minutes daily: grades K-5, 40 minutes daily: grades 6-8, 55 minutes within a 4-day rotation: grades 9-12).

When taking this course, students develop their ability to interpret and express the English language in a manner that promotes effective English communication. Through opportunities to make comparisons between their first language and the English language, students are supported in developing linguistically. Students who demonstrate proficiency in their native language / another language in addition to English, may qualify for the New Jersey State Seal of Biliteracy, an honor that sets them apart from others and makes them marketable when pursuing a career and when engaging with home and global communities.

The curriculum is designed to reflect language development at designated grade-level clusters that correspond to those used with WIDA ACCESS for ELLs (K, 1, 2-3, 4-5, 6-8, 9-12). Students are supported in acquiring social and instructional language with a concentration on English Language Arts (most specifically, in reading comprehension) to promote acquisition of the language for mathematics, science, social studies and language arts. The curriculum is structured into one unit so that teachers have flexibility in incorporating texts, materials and varied resources to promote authentic opportunities for expressive and interpretive communication.

Revision Date: June 2022

Standards

The identified standards reflect a developmental progression across grades/ levels and make age and level appropriate interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

WIDA ELD Standards Statements

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

Grades 2,3:

ELD-SI.K-3.Narrate

Share ideas about one's own and others' lived experiences and previous learning

Connect stories with images and representations to add meaning

Ask questions about what others have shared

Recount and restate ideas

Discuss how stories might end or next steps

ELD-SI.K-3.Inform

Define and classify objects or concepts

Describe characteristics, patterns, or behavior

Describe parts and wholes

Sort, clarify, and summarize ideas

Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

Share initial thinking with others

Follow and describe cycles in diagrams, steps in procedures, or causes and effects

Compare and contrast objects or concepts

Offer ideas and suggestions

Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

Ask questions about others' opinions

Support own opinions with reasons

Clarify and elaborate ideas based on feedback

Defend change in one's own thinking

Revise one's own opinions based on new information

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

Gr 2,3:

ELD-LA.2-3.Narrate: Interpretive

Interpret language arts narratives by

Identifying a central message from key details

Identifying how character attributes and actions contribute to event sequences

Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate: Expressive

Construct language arts narratives that

Orient audience to context

Develop story with time and event sequences, complication, resolution or ending

Engage and adjust for audience

ELD-LA.2-3.Inform: Interpretive

Interpret informational texts in language arts by

Identifying the main idea and key details

Referring explicitly to descriptions for themes and relationships among meanings

Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform: Expressive

Construct informational texts in language arts that

Introduce and define topic and/or entity for audience

Add details to define, describe, compare, and classify topic and/or entity

Develop coherence and cohesion throughout text

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

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

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

NJSLSA.L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LA.WHST.9-10.4 - [Progress Indicator] - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.9-10.6 - [Progress Indicator] - Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize

information in order to solve problems individually and collaborate and to create and communicate knowledge

Essential Questions

What strategies can help me to understand what I am reading?

What strategies can help me to understand when I am listening?

How does my culture compare with American culture?

What is my current proficiency level in expressive communication and how can I develop the skills to “level up”?

What is my current proficiency level in interpretive communication and how can I develop the skills to “level up”?

What strategies help me to understand what I hear, read or view?

How can I successfully exchange information and ideas in conversations?

How can I present information to narrate about my life, experiences and events?

How can I present information to give a preference, opinion or persuasive argument?

How can I present information to inform, describe, or explain?

Students Will Know / Students Will Be Skilled At

Students will know that the interpretive communication mode encompasses listening, reading, and viewing

Students will know that the expressive communication mode encompasses speaking, writing, and representing

Students will know that when they engage in activities asking them to narrate, they will represent experiences through stories and histories

Students will know that when they engage in activities asking them to inform, they will communicate factual information on a topic

Students will know that when they engage in activities asking them to explain, they will give account for how or why things work

Students will know that when they engage in activities asking them to argue, they will use evidence and reasoning

Students will know that making comparisons between their own communities, families and customs and those of the target culture will enhance cultural awareness and understanding.

Students will know that it is common for a learner to plateau at a level as they gain more skills and knowledge, enabling them to move up to the next level.

Students will know that at any given point along their continua of language development, they may demonstrate a range of abilities within and across each proficiency level.

Students will be skilled at listening, speaking, reading and writing based on their current levels of proficiency

Students will be skilled at listening and reading in the target language with the intent to understand.

Students will be skilled at learning how to communicate in written and oral form at their own rate using skills they have acquired.

Students will be skilled at asking for clarification when the received message is unclear.

Students will be skilled at developing reading comprehension skills through decoding, identification of main ideas, and use of context clues.

Students will be skilled at developing listening comprehension through authentic, meaning-based and consistent exposure to the English language.

Students will be skilled at engaging in situationally appropriate communication with increasing proficiency.

Students will be skilled at making connections and comparisons between the target culture and their own.

Learning Plan

Provide authentic opportunities for students to interpret and acquire everyday language.

Provide authentic opportunities for students to interpret and acquire common academic language used across content areas..

Provide authentic opportunities for students to interpret and acquire specialized language associated with specific content areas such as math, science, social studies and English Language Arts.

Encourage students to connect familiar experiences and knowledge to new ones

Use home discussion questions to involve families in discussions of the concepts covered in school

Allow multiple options for students to share their thinking and create their own representations of ideas, including by using other languages, drawing, or using manipulatives

List visually-supported key words, cross-disciplinary or technical language, and their meanings

Present sketches, charts, and other visual supports for students to point to or refer to as needed

Prompt students to generate lists of terms and ideas in English and other relevant languages

Create visual displays/portrayals of student learning

Model language to communicate ideas more precisely

Cue students to stretch language use as they share their thinking

Provide sufficient wait time to allow students to formulate ideas in English

Access the WIDA ELD Standards Framework (2020) for annotated language samples illustrating WIDA ELD standards statements, language expectations, functions, and features in authentic grade-level texts via this link: https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf

Share grade level descriptors for expressive and interpretive communication to assist students in understanding their present levels of proficiency as related to their organization and density of language usage in addition to their cohesion, organization, precision and grammatical complexity when communicating.

Consult the performance indicators regularly to plan purposeful lessons that support individual student attainment of communicative skills at their present and anticipated levels.

Gr 2,3

Proficiency Level Descriptors for Expressive Communication:

https://drive.google.com/file/d/11fjNn7c3CYNX9hyPNW81g3D3d7kwGhJC/view?usp=sharing

Proficiency Level Descriptors for Interpretive Communication:

https://drive.google.com/file/d/126tTgrK7EUunQcyydvrgRsifZqVwk8zZ/view?usp=sharing

To promote interpretive communication, provide comprehensible English language input (CI) through conversation, reading and listening on a consistent basis.

To reinforce literacy skills, provide reinforcement in the mechanics of decoding, reading for meaning and using context clues when students are reading and understanding various texts independently and/or as a class.

Incorporate readings that are rooted in subject-specific content, high frequency vocabulary and everyday expressions that will help students to continue to develop literacy and communicative skills.

To promote expressive communication, differentiate expectations for student output (when speaking and writing).

Utilize charts and tables as references to assist students in visualizing and understanding correct verb usage and structure, as needed.

Incorporate daily classroom routines that reinforce student ability to use situationally appropriate vocabulary

and expressions when responding to routinely asked questions.

Personalize questions and model accuracy to support students when they are interacting / providing responses to questions posed.

Provide cues to help students see that their message may not be clear; include facial expressions, repetition of the message, follow up or clarifying questions, playing out the message or restating the message to indicate an obvious mistake, and

pop-up grammar.

Incorporate feedback from classroom teachers / content area teachers into lessons to reinforce cross-curricular skills and knowledge.

Evidence/Performance Tasks

Multilingual learners who are eligible for ESL services demonstrate differentiated communicative English language proficiency throughout the year.. Evidence of progression in interpretive and expressive language demonstrates the development of communicative proficiency over time.

The performance tasks below are listed as options for the ESL teacher to implement (based on individual student readiness and performance) either as in-class activities, benchmark assessments and, based on individual student readiness and performance, as formative and/or summative assessments. Present levels of English proficiency will determine the need for additional or alternative assessment based on demonstration or absence of skill.

Gr 2,3:

The Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Below are examples of the ways students may engage in each Key Language Use throughout grades 2 and 3 within our ESL program as related to student ability to interpret and express the English language.

Narrate: Develop a sense of narrative structure and the purposes for which people use narratives

Narrate: Structure narratives to express experiences and ideas about familiar places and people

Narrate: Add interactions and reactions to characters' actions to develop characters' inner and outer worlds

Inform: Recognize the difference between imaginative stories and nonfiction informational texts

Inform: Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest

Inform: Develop emerging research skills to build knowledge for reports

Explain: Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena

Explain: Report observations of phenomena to build understanding of the world around them

Explain: Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work

Argue: State opinions or construct tentative claims and offer those in class discussions

Argue: Recognize the difference between claims with and without support

Argue: Offer observations to support opinions and claims

Argue: Develop emerging research skills to use in constructing claims

Argue: Begin to use data from observations as evidence for their claims

Students are guided regularly to the grade level descriptors for expressive and interpretive communication to understand their present levels of proficiency.

Student progress is assessed according to the type of communication required for the task (expressive or interpretive) and student level as related to the descriptors for each level of proficiency.

Grades 2,3:

Proficiency Level Descriptors for Expressive Communication:

https://drive.google.com/file/d/11fjNn7c3CYNX9hyPNW81g3D3d7kwGhJC/view?usp=sharing

Proficiency Level Descriptors for Interpretive Communication:

https://drive.google.com/file/d/126tTgrK7EUunQcyydvrgRsifZqVwk8zZ/view?usp=sharing

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available (and can be accessed here: https://docs.google.com/document/d/1Q04qbS_r3bxoBbeQgEmb2_TvwsWy4rP68ibYgzU451o/edit?usp=sharing

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1fphLt1UQP96qr1LgYVJ9nEO8rqY7CZZnS6LcGxzHjAY/edit#gid=1426178898