



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

English as a Second Language Curriculum - Second Grade

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

PACING CHART

Unit	Time Frame
1	27-29 days
2	27-29 days
3	27- 28 days
4	27-28 days
5	52-56 days
Total Days	160-170 days

Performance Definitions for the levels of English language proficiency

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<p>6 Reaching</p>	<ul style="list-style-type: none"> specialized or technical language reflective of the content area at grade level a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level oral or written communication in English comparable to proficient English peers
<p>5 Bridging</p>	<ul style="list-style-type: none"> the technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports; oral or written language approaching comparability to that of English proficient peers when presented with grade level material
<p>4 Expanding</p>	<ul style="list-style-type: none"> specific and some technical language of the content areas; a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs; oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with occasional visual and graphic support
<p>3 Developing</p>	<ul style="list-style-type: none"> general and some specific language of the content areas; expanded sentences in oral interaction or written paragraphs; oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support
<p>2 Beginning</p>	<ul style="list-style-type: none"> general language related to the content areas; phrases or short sentences; oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
<p>1 Entering</p>	<ul style="list-style-type: none"> pictorial or graphic representation of the language of the content areas; words, phrases, or chunks of language when presented with one-step commands, directions, WH-questions, or statements with visual and graphic support

Language development supports for English language learner to increase comprehension and communication skills used as a guide in the classroom and during instruction planning.

Environment	
<ul style="list-style-type: none"> • Welcoming and stress-free • Respectful of linguistic and cultural diversity • Honors students' background knowledge • Sets clear and high expectations • Includes routines and norms • Is thinking-focused vs. answer-seeking • Offers multiple modalities to engage in content learning and to demonstrate understanding • Includes explicit instruction of specific language targets • Provides participation techniques to include all learners 	<ul style="list-style-type: none"> • Integrates learning centers and games in a meaningful way • Provides opportunities to practice and refine receptive and productive skills in English as a new language • Integrates meaning and purposeful tasks/activities that: <ul style="list-style-type: none"> ◦ Are accessible by all students through multiple entry points ◦ Are relevant to students' lives and cultural experiences ◦ Build on prior mathematical learning ◦ Demonstrate high cognitive demand ◦ Offer multiple strategies for solutions ◦ Allow for a language learning experience in addition to content

Sensory Supports*	Graphic Supports*	Interactive Supports*	Verbal and Textual Supports
<ul style="list-style-type: none"> • Real-life objects (realia) or concrete objects • Physical models • Manipulatives • Pictures & photographs • Visual representations or models such as diagrams or drawings • Videos & films • Newspapers or magazines • Gestures • Physical movements • Music & songs 	<ul style="list-style-type: none"> • Graphs • Charts • Timelines • Number lines • Graphic organizers • Graphing paper 	<ul style="list-style-type: none"> • In a whole group • In a small group • With a partner such as <i>Turn-and-Talk</i> • In pairs as a group (first, two pairs work independently, then they form a group of four) • In triads • Cooperative learning structures such as <i>Think-Pair-Share</i> • Interactive websites or software • With a mentor or coach 	<ul style="list-style-type: none"> • Labeling • Students' native language • Modeling • Repetitions • Paraphrasing • Summarizing • Guiding questions • Clarifying questions • Probing questions • Leveled questions such as <i>What? When? Where? How? Why?</i> • Questioning prompts & cues • Word Banks • Sentence starters • Sentence frames • Discussion frames • Talk moves, including <i>Wait Time</i>

WIDA PERFORMANCE DEFINITIONS – LISTENING AND READING

Within sociocultural contexts for processing language...			
Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	
<p>Level 6 - Reaching</p> <p>English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.</p>			
<p>At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...</p>			
Level 5 Bridging	<ul style="list-style-type: none"> • Rich descriptive discourse with complex sentences • Cohesive and organized, related ideas across content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language • Words and expressions with shades of meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Connected discourse with a variety of sentences • Expanded related ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • Complex grammatical structures • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words or expressions with multiple meanings across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Discourse with a series of extended sentences • Related ideas specific to particular content areas 	<ul style="list-style-type: none"> • Compound and some complex grammatical constructions • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content-area language and expressions • Words and expressions with common collocations and idioms across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Multiple related simple sentences • An idea with details 	<ul style="list-style-type: none"> • Compound grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions, including cognates • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Single statements or questions • An idea within words, phrases, or chunks of language 	<ul style="list-style-type: none"> • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns 	<ul style="list-style-type: none"> • General content-related words • Everyday social, instructional and some content-related words and phrases

WIDA PERFORMANCE DEFINITIONS – SPEAKING AND WRITING

Within sociocultural contexts for language use...			
Discourse Dimension	Sentence Dimension	Word/Phrase Dimension	
Linguistic Complexity	Language Forms and Conventions	Vocabulary Usage	
Level 6 - Reaching English language learners will use a range of grade-appropriate language for a variety of academic purposes and audiences. Agility in academic language use is reflected in oral fluency and automaticity in response, flexibility in adjusting to different registers and skillfulness in interpersonal interaction. English language learners' strategic competence in academic language use facilitates their ability to relate information and ideas with precision and sophistication for each content area.			
At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...			
Level 5 Bridging	<ul style="list-style-type: none"> • Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	<ul style="list-style-type: none"> • A variety of complex grammatical structures matched to purpose • A broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content-area language, including content-specific collocations • Words and expressions with precise meaning across content areas
Level 4 Expanding	<ul style="list-style-type: none"> • Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion characteristic of particular content areas 	<ul style="list-style-type: none"> • Compound and complex grammatical structures • Sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Specific and some technical content-area language • Words and expressions with expressive meaning through use of collocations and idioms across content areas
Level 3 Developing	<ul style="list-style-type: none"> • Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	<ul style="list-style-type: none"> • Simple and compound grammatical structures with occasional variation • Sentence patterns across content areas 	<ul style="list-style-type: none"> • Specific content language, including cognates and expressions • Words or expressions with multiple meanings used across content areas
Level 2 Emerging	<ul style="list-style-type: none"> • Phrases or short sentences • Emerging expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Level 1 Entering	<ul style="list-style-type: none"> • Words, phrases, or chunks of language • Single words used to represent ideas 	<ul style="list-style-type: none"> • Phrase-level grammatical structures • Phrasal patterns associated with familiar social and instructional situations 	<ul style="list-style-type: none"> • General content-related words • Everyday social and instructional words and expressions

Educational Technology

Indicators: 8.1.2.A.2, 8.1.2.B.1, 8.1.2.E.1, 8.2.2.A.2

- Create a document using a word processing application. (Unit 2)
- Illustrate and communicate original ideas and stories using multiple digital tools and resources. (Unit 1, Unit 2, Unit 4)
- Use digital tools and online resources to explore a problem or issue. (Unit 3, Unit 5)
- Describe how designed products and systems are useful at school, home and work. (Unit 1)

21st Century Life and Careers Skills

Indicators: 9.1.4.A.1, 9.2.4.A.1, 9.2.4.A.2

- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. (Unit 1)
- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. (Units 2, Unit 3)
- Identify various life roles and civic and work-related activities in the school, home, and community. (Units 4, 5)

Career Ready Practices

Indicators: CRP2, CRP4, CRP11

- Apply appropriate academic and technical skills. (Unit 3)
- Communicate clearly and effectively and with reason. (Unit 2, 4, 5)
- Use technology to enhance productivity. (Unit 1)

Grade: Second	Content: English as a Second Language	
Unit: 1		Time Frame: 27-29 days
Grade 2 WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL.2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.10 RI 2.1, 2.3, 2.5, 2.6, 2.7, 2.9, 2.10 RF. 2.3, 2.4 W. 2.1, 2.2, 2.3, 2.5, 2.6, 2.8 L. 2.1, 2.2, 2.4, 2.5, 2.6, SL 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.	

Essential Question	Skills	Resources
<p>Reading:</p> <p><i>What strategies do strong readers use to decode and comprehend the text?</i></p>	<ul style="list-style-type: none"> ● Recount the sequence of events in the story. ● Study the author’s word choice. ● Gain information from headings. ● Compare and contrast facts in a text. ● Gain information from pictures that is not found in the text. ● Notice the rhythm used in poetry. ● Identify the author’s main purpose in a text. ● Use the analyze/evaluate strategy to think carefully about the details in a selection. ● Read and comprehend informational text. ● Ask and answer questions about what you read. ● Read independently from a “just right” book. ● Identify and use captions in an informational text Identify cause and effect relationships. ● Summarize story events and ideas. 	<p>Fiction:</p> <p><u>Henry and Mudge: The First Book</u></p> <p><u>Diary of a Spider</u></p> <p><u>A Swallow and a Spider</u></p> <p><u>Teacher’s Pets</u></p> <p>Non-fiction:</p> <p><u>All in the Family</u></p> <p><u>My Family</u></p> <p><u>Family Poetry</u></p> <p><u>Dogs</u></p> <p><u>Helping Paws</u></p> <p><u>See Westburg by Bus!</u></p>
	<ul style="list-style-type: none"> ● Recount a story to determine its message. ● Decode long vowel words. ● Read with intonation. ● Identify and describe setting, characters, and plot. 	

Essential Questions	Skills	Resources
<p>Personal Narrative Writing:</p> <p><i>How do writers of personal narratives hook their readers?</i></p>	<ul style="list-style-type: none"> • Think about a time when someone gave you something special. • Use details and adjectives to help your reader picture what you are telling about. • Use words to describe feelings. • Include time order words, such as first, next, and last, to make the order of events clear. • Stop, reread and edit their writing. • Write complete sentences. • Use capital letters and end punctuation • Utilize graphic organizers to organize events in a narrative. • Use words that tell details about how things look, smell, feel, sound and taste. • Reread and edit as they write • Include a beginning, middle and ending. • Use engaging beginnings and closings such as <i>(The lead sentence begins in an interesting way and the ending tells how the story ends or how the writer felt.)</i> • Writers edit, revise and publish a piece of writing • Time order words such as first, then, next, finally and after are used in narrative writing. 	<p>Students should continuously write stories/letters, ranging from 1 paragraph to 3 paragraphs.</p>

Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012.
http://www.wida.us/standards/CAN_DOs/

Vocabulary	Resources	Assessment/Project
<p>Fiction Sequence of events, infer, predict, realistic fiction, poetry, rhythm, author's purpose,</p> <p>Non-Fiction Informational text, headings, compare & contrast, author's purpose, analyze, evaluate,</p>	<ul style="list-style-type: none"> • Houghton Mifflin Harcourt Journeys Text • Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> • Weekly Lesson Assessments • Anecdotal Notes • Open Ended Questions • DRA 2 • Reading Inventory • ELA SGO Assessment • Foundational Reading Assessment <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, and Talented	6.1.4.B.2 Research and create a community guide for new families to the community.
<ul style="list-style-type: none"> • Extra time for assigned task • Adjust length of assignment • Repeat, clarify, or reword directions • Short manageable tasks • Small group instruction 	<ul style="list-style-type: none"> • Independent Reading & Writing Projects • Challenging reading materials • Utilize technology to demonstrate comprehension of text 	
Differentiated Instruction		
ELL		
Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing
<ul style="list-style-type: none"> □ Point to what happens next to show understanding of sequence. Introduce characters, setting, and plot through pictures and have students repeat each word as you say it. □ Picture walk through the text Activate prior knowledge about the text by using visual displays to support the oral or written message. • □ Choral Reading Act out vocabulary words Ask yes or no questions (i.e. Is this a question, Does this...?) • □ □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. Use visuals such as pictures, gestures, and pointing. Use a student buddy, if possible someone with the same language. □ • □ 	<ul style="list-style-type: none"> • Identifying “who”, “when” and “where” of illustrated statements. • Picture walk through the text • Have students categorize characters, settings, and plot from familiar stories. • Activate prior knowledge about the text by using visual displays to support the oral or written message. • Choral Reading • Act out vocabulary words • Show pictures or words to choose from in response to a question • Pictorial Retell • Use bilingual picture dictionary and have students create personal illustrated dictionaries. • Use a student buddy, if possible someone with the same language. 	<ul style="list-style-type: none"> • Identify linking words or phrases related to passage of time in speech. • Provide audiobooks. • Give the students a picture story without words and provide them with some basic vocabulary that goes with this story. Make predictions Identify temporal-related events that signal the order of events. • Ask questions with 1-3 word answers. Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. • Provide sentence frames. •

Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
<ul style="list-style-type: none"> ● Work in partnerships to write about the story’s problem and solution. ● Use sentence strips to tell a story in sequence. ● Provide sentence frames showing use of transition words. ● Ask student to tell about, describe, explain. ● Encourage students to use full sentences when identifying main ideas and details in illustrated texts. Make modifications to assignments and tests, so the student will not be overwhelmed. 	<ul style="list-style-type: none"> ● Write a summary in sequence. ● Paraphrase narrative or informational texts with paragraph strips. ● Highlight relevant information in texts to produce summaries. ● Match opinions to reasons in in literature. ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● Utilize transitional words to write a summary. ● Use a story map to write a summary of the story. ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
Differentiated Instruction		
Special Education	504	
<ul style="list-style-type: none"> <input type="checkbox"/> Provide text on individual reading levels. <input type="checkbox"/> Read the text aloud. <input type="checkbox"/> Extra time for assigned tasks <input type="checkbox"/> Provide a warning for transitions <input type="checkbox"/> Buddy students with peers <input type="checkbox"/> Provide immediate feedback <input type="checkbox"/> Visual and verbal reminders 	<ul style="list-style-type: none"> • Graphic organizer with story structure • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers 	

Grade: Second	Content: English as a Second Language	
Unit: 2		Time Frame: : 27-29 days
Grade 2 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL.2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.10 RI 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 RF. 2.3, 2.4 W. 2.1, 2.2, 2.5, 2.6, 2.7, 2.8 L.2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SL 2.1, 2.2, 2.3, 2.4, 2.6	NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.	
Essential Question	Skills	Resources
<p>Reading:</p> <p><i>What strategies do readers use to dig deeper in a text?</i></p>	<ul style="list-style-type: none"> ● Identify text and graphic features used in informational text. ● Apply information from text and graphic features to locate facts or information to guide comprehension. ● Ask questions to clarify what you are reading. ● Use context as a clue to the meaning of new words and phrases. ● Identify the main idea and supporting details of multiparagraph informational text. ● Identify cause and effect relationships. ● Acquire and use domain-specific vocabulary. ● Ask and answer questions about key details in what you read. ● Read for fluency and expression. ● Use information from text and pictures to draw conclusions. 	<p>Fiction:</p> <p><u>The Ugly Vegetables</u></p> <p><u>Weather Poems</u></p> <p><u>How Chipmunk Got His Stripes</u></p> <p><u>Why Rabbits Have Short Tails</u></p> <p>Non-fiction:</p> <p><u>Animals Building Homes</u> <u>Whose Home Is This?</u></p> <p><u>They Really Are GIANT!</u></p> <p><u>Super Storms</u></p> <p><u>Jellies: The Life of a Jellyfish</u></p> <p><u>Splash Photography</u></p>

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| | <ul style="list-style-type: none">● Analyze and evaluate text while reading to gain understanding.● Use text details to monitor and clarify understanding.● Identify the author's purpose for writing a text.● Describe how reasons support points author makes in a selection.● Identify settings, characters, and plot to describe story structure.● Blend and decode regularly spelled words with double consonants and ck.● Describe how characters respond to events and challenges.● Identify words and phrases that supply rhythm and meaning.● Identify the moral or lesson learned in a story.● Summarize a story by including the important parts in a sequential order. | |
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Essential Questions	Skills	Resources
<p>Informative Writing:</p> <p><i>How do writers of informative writing draft and organize their writing?</i></p>	<ul style="list-style-type: none"> • Create a topic sentence with a clearly stated main idea. Use facts as details to support the main idea in an informational paragraph. Write complete sentences. • Sentences begin with capital letters and have end punctuation. • Writers proofread their writing daily. • Writers revise, edit and publish their writing. • Form and use frequently occurring plural nouns with -es. Capitalize names for special people, animals, places, and things. 	<p>Students should continuously write ranging from 1 paragraph to 3 paragraphs.</p>

	<ul style="list-style-type: none"> • Writers include a beginning and conclusion in their writing. • Identify characteristics of good instructions. • Use time order words to tell when to do each step. • Summarize an informative text. • Writers edit, revise and publish a piece of writing. • Writers use complete sentences with correct capitalization and punctuation. • Use time order words to tell when to do each step. • Writers include exact words in their instructions to make each step clear to the reader. 	
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Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentences patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012. http://www.wida.us/standards/CAN_DOs/

Vocabulary	Resources	Assessment/Project
<p>Fiction Conclusion, analyze, evaluate, realistic fiction, characters, setting, plot, summarize, word choice, traditional tale, moral,</p> <p>Non-Fiction Informational text, text feature, subheading, bold print, main idea, details, topic, cause, effect, poetry, repetition, fact, opinion, author's purpose</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Lesson Assessments ● Anecdotal Notes ● DRA2 <p>Summative Assessment</p> <ul style="list-style-type: none"> ● Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, and Talented	2-LS4-1 <input type="checkbox"/> Observe and research plants and animals from variety of habitats. Compare and contrast the habitats.
Differentiated Instruction		
ELL		
Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing
<input type="checkbox"/> Frontload high utility words that are included in the text. <input type="checkbox"/> Point to graphic and text features and identify them, have students repeat what they are. <input type="checkbox"/> Analyze a character by using a word to describe the character. Introduce by describing themselves. <input type="checkbox"/> Act out vocabulary words <input type="checkbox"/> Ask yes or no questions (i.e. Is this a question, Does this...?) <input type="checkbox"/> Use "point to", "circle", "find", "show me", "draw", "match". <input type="checkbox"/> Use visuals such as pictures, gestures, and pointing. <input type="checkbox"/> Use a student buddy, if possible someone with the same language.	<ul style="list-style-type: none"> • <input type="checkbox"/> Categorize graphic and text features. Analyze characters by completing the sentence frame: Character is _____. • <input type="checkbox"/> Picture walk through the text Choral Reading • <input type="checkbox"/> Act out vocabulary words Show pictures or words to choose from in response to a question <input type="checkbox"/> Pictorial Retell Use bilingual picture dictionary and have students create personal illustrated dictionaries. Use a student buddy, if possible someone with the same language. 	<input type="checkbox"/> Identify graphic and text features using sentence frames. <input type="checkbox"/> Analyze characters by completing the sentence frame: Character is _____ because _____. <ul style="list-style-type: none"> ● Provide audiobooks. ● Make predictions ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
<ul style="list-style-type: none"> ● Work in partnerships to come up with examples of text and graphic features. ● Write one or two sentences on why a character feels a certain way. ● Provide sentence frames showing use of transition words. ● Ask student to tell about, describe, explain. Encourage students to use full sentences when identifying main ideas and details in illustrated texts. 	<ul style="list-style-type: none"> ● Write two to three sentences analyzing why characters feel a certain way. ● Work independently to create examples of text and graphic features ● Paraphrase narrative or informational texts with paragraph strips. ● Highlight relevant information in texts to produce summaries. ● Match opinions to reasons in in literature. ● Ask how and why questions. 	<ul style="list-style-type: none"> ● Provide sentence frames showing use of transition words. ● Create a poster with captions of text and graphic features. ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target
<ul style="list-style-type: none"> ● Make modifications to assignments and tests, so the student will not be overwhelmed. 	<ul style="list-style-type: none"> ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<p>words for each unit of study.</p>

Differentiated Instruction	
Special Education	504
<ul style="list-style-type: none"> ☐ Provide text on individual reading levels. ☐ Individualized text to highlight text and graphic features. ☐ Read the text aloud. ☐ Extra time for assigned tasks ☐ Provide a warning for transitions ☐ Buddy students with peers ☐ Provide immediate feedback ☐ Visual and verbal reminders 	<ul style="list-style-type: none"> • Graphic organizer with story structure • Shared text to highlight and label text and graphic features • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers

Grade: Second	Content: English as a Second Language	
Unit: 3	Time Frame: : 27-28 days	
Grade 2 WIDA Can Do Descriptors: • Listening • Speaking • Reading • Writing • Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL.2.1,2.2, 2.3, 2.4, 2.6, 2.7, 2.10 RI. 2.1, 2.2,2.3, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10 RF. 2.3, 2.4 W. 2.1,2.2,2.5, 2.6, 2.7, 2.8 L.2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SL 2.1,2.2, 2.3, 2.4,2.5, 2.6	NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.	
Essential Question	Skills	Resources
Reading: <i>How do readers create theories about texts they read?</i>	<ul style="list-style-type: none"> ● Draw conclusions from details and clues in a story. ● Describe how the author’s choice of words adds rhythm and meaning to a story. ● Text-to-text and text-to-self connections. ● Acquire and use domain-specific vocabulary. ● Ask and answer questions about key details in what you read. ● Read for fluency and expression. ● Identify and use text and graphic features to locate facts and information. ● Identify cause and effect relationships. ● Use text details to monitor and clarify understanding. ● Recognize how authors create humor. ● Identify main idea and important events/details in a story/text. ● Retell key ideas and details from a text read aloud. 	Fiction: <u>Click, Clack, Moo: Cow That Type</u> <u>“There’s a Hole at the Bottom of the Sea”</u> <u>Officer Buckle and Gloria</u> <u>Safety at Home</u> Non-fiction: <u>Talk About Smart Animals!</u> <u>Ah, Music!</u> <u>Schools Around the World</u> <u>An American School</u> <u>Helen Keller</u> <u>Talking Tools</u>

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Essential Questions	Skills	Resources
Opinion Writing <i>How do writers support their opinion in their writing?</i>	<ul style="list-style-type: none">● Identify author’s purpose.● Summarize a story.● Identify features of a biography. <ul style="list-style-type: none">● Distinguish between fact and opinion● Clearly state the opinion● Write an engaging introduction and conclusion● Revise, edit, and publish their writing.● Use words that show a strong opinion.● Choose a topic and plan a strong opinion paragraph.● Writers use complete sentences with correct capitalization and punctuation.	Students should continuously write stories/letters, ranging from 1 paragraph to 3 paragraphs.

Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

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Vocabulary	Resources	Assessment/Project
<p>Fiction Conclusion, infer, predict, repetition,</p> <p>Non-Fiction Informational text, headings, text features, graphic features, fact, opinion, song, rhythm, main idea, details, analyze, evaluate, author’s purpose, biography, photographs, captions</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● Open Ended Questions ● Weekly Lesson Assessments ● Anecdotal Notes ● DRA2 ● Foundational Reading Assessment <p>Summative Assessment</p> <ul style="list-style-type: none"> ● ELA SGO Assessment ● Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.
Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, and Talented	<p>6.1.4.D.20</p> <ul style="list-style-type: none"> ● After reading the selection, “Schools Around the World”, research a school in a different country and compare and contrast your experience to your research.
<ul style="list-style-type: none"> ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Independent Reading & Writing Projects ● Challenging reading materials ● Utilize technology to demonstrate comprehension of text 	

Differentiated Instruction

ELL

Level 1 - Entering

Level 2 - Emerging

Level 3 - Developing

- ☐ Model cause and effect through personal experiences.
- ☐ Distribute copies of a short shared text and students can identify main idea by circling the important part of the text.
- ☐ Act out vocabulary words
- ☐ Ask yes or no questions (i.e. Is this a question, Does this...?)
- ☐ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”.
- ☐ Use visuals such as pictures, gestures, and pointing.
- ☐ Use a student buddy, if possible someone with the same language.

- ☐ Ask cause and effect questions allowing students to select answers from given choices. Discuss main idea and what it means. Connect to real life experiences. With a shared text, identify main idea and details by circling main idea and labeling details in the text.
- ☐ ☐ ☐ Picture walk through the text
- ☐ Choral Reading
- ☐ Act out vocabulary words
- ☐ Show pictures or words to choose from in response to a question
- ☐ Pictorial Retell
- ☐ Use bilingual picture dictionary and have students create personal illustrated dictionaries.
- ☐ Use a student buddy, if possible someone with the same language.

- ☐ Ask cause and effect questions allowing students to answer with one word answers.
- ☐ With a shared text, use sentence frames to identify main idea and details.
 - Provide audiobooks.
 - Make predictions
 - Ask questions with 1-3 word answers.
 - Ask questions with an either/or option.
 - Ask students to list, name, tell, which, categorize, draw, label, or create.
 - Provide sentence frames.

Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching
<ul style="list-style-type: none"> ● Work in partnerships over a shared text to identify main idea and details. ● Provide sentence frames showing use of transition words. ● Provide sentence frames to answer cause and effect questions using verb forms: <i>used to, there is, and there are.</i> ● Ask student to tell about, describe, explain. ● Encourage students to use full sentences when identifying main ideas and details in illustrated texts. ● Make modifications to assignments and tests, 	<ul style="list-style-type: none"> ● Paraphrase narrative or informational texts with paragraph strips. ● Provide opportunities for students to answer cause and effect questions using descriptive sentences. ● Write two to three sentences explaining main idea and details. ● Highlight relevant information in texts to produce summaries. ● Match opinions to reasons in in literature. ● Ask how and why questions. ● Ask student to tell “what would happen if 	<ul style="list-style-type: none"> ● Using an independent text, write main idea and details using complete sentences. ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
<p>so the student will not be overwhelmed.</p>	<p>questions, Tell me as much as you can about....”</p> <ul style="list-style-type: none"> ● Give the student a list of target words for each unit of study. 	

Differentiated Instruction

Special Education

504

Main Idea and details with a simpler text

- Individualized text to highlight text and graphic features.
- Read the text aloud.
- Extra time for assigned tasks
- Provide a warning for transitions
- Buddy students with peers
- Provide immediate feedback
- Visual and verbal reminders
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- Graphic organizer with main idea and details
- Shared text to highlight main idea and details
- Matching main idea and details through scenarios written on sentence strips
- Personalized experiences
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers

Grade: Second	Content: English as a Second Language	
Unit: 4	Time Frame: 27-28 days	
Grade 2 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL.2.1,2.2, 2.3, 2.4, 2.6, 2.7, 2.10 RI. 2.1, 2.5, 2.6, 2.7,2.9, 2.10 RF. 2.3, 2.4 W. 2.1,2.2,2.3,2.5, 2.6, 2.8 L.2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SL 2.1,2.2, 2.3, 2.4,2.5, 2.6	NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.	
Essential Question	Skills	Resources
Reading: <i>How do characters enhance understanding of a story?</i>	<ul style="list-style-type: none"> ● Identify and describe setting, characters and plot. ● Make inferences and predictions. ● Demonstrate understanding of characters, setting, and plot. ● Ask and answer questions about what was read. ● Compare and contrast two texts/characters. ● Acquire and use domain-specific vocabulary. ● Identify the order of events in a story. ● Recount what happened in a story in order. ● Visualize story details as you read. ● Identify author’s purpose. ● Figure out a character’s feelings and traits based on their actions, speech, and relationships. ● Use knowledge of characters to analyze and evaluate texts. ● Identify words and phrases that supply story 	Fiction: <u>Mr. Tanen’s Tie Trouble</u> <u>Luke Goes to Bat</u> <u>Poems About Reading and Writing</u> <u>The Signmaker’s Assistant</u> <u>The Trouble with Signs</u> <u>Dex: The Heart of a Hero</u> Non-fiction: <u>The Jefferson Daily News</u> <u>Jackie Robinson</u> <u>My Name is Gabriela</u> <u>Heroes Then and Now</u>

details.

- Read with expression and fluency.
- Retell a story with facts and details.
- Use information in illustrations and words to demonstrate understanding of characters, setting or plot.
- Recognize differences in points of view of characters.
- Understand comparisons created by similes.
- Describe how characters respond to events and challenges.

Essential Questions	Skills	Resources
<p>Narrative Writing <i>How do writers draft a narrative piece of writing?</i></p>	<ul style="list-style-type: none">● Identify the characteristics of a good narrative paragraph.● Developing an interesting introduction.● Including interesting details.● Use of action verbs.● Sequential order of events.● Use of a flow chart to plan a narrative paragraph.● Revise, edit, and publish a narrative paragraph.● Use dialogue in a narrative to tell readers what characters are like.● Choose a topic, and use a sequence chart to plan a narrative.● Draft a narrative that includes detailed setting and characters.● Use of digital tools to help draft a narrative.● Revise, edit, and publish a narrative.	<p>Students should continuously write stories/letters, ranging from 1 paragraph to 3 paragraphs.</p>

Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012. http://www.wida.us/standards/CAN_DOs/

Vocabulary	Resources	Assessment/Project
<p>Fiction Story structure, characters, setting, plot, infer, predict, sequence of events, trait, compare, contrast, simile,</p> <p>Non-Fiction Informational text, captions, website, biography, poetry, rhythm, graphic features, point of view,</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment</p> <ul style="list-style-type: none"> ● DRA 2 ● Reading Inventory <p>Summative Assessment</p> <ul style="list-style-type: none"> • Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> • For Special Education students refer to accommodations and modifications indicated in IEP. • For 504 students refer to accommodations indicated in 504 plan. • ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed.

Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, and Talented	6.1.4.A.10, 1.3.2.D.5 Research a hero and explain the contribution they made to the world today, create a poster highlighting this individual and their accomplishments.
<ul style="list-style-type: none"> ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Independent Reading & Writing Projects ● Challenging reading materials ● Utilize technology to demonstrate comprehension of text 	
Differentiated Instruction		
ELL		
Level 1 - Entering	Level 2 - Emerging	Level 3 - Developing
<ul style="list-style-type: none"> □ Point to what happens next to show understanding of sequence. □ Introduce characters, setting, and plot through pictures and have students repeat each word as you say it. • □ Picture walk through the text Activate prior knowledge about the text by using visual displays to support the oral or written message. • □ □ Choral Reading Act out vocabulary words Ask yes or no questions (i.e. Is this a question, Does this...?) □ Use “point to”, “circle”, “find”, “show me”, “draw”, “match”. □ Use visuals such as pictures, gestures, and 	<ul style="list-style-type: none"> □ Identifying “who”, “when” and “where” of illustrated statements. • □ Picture walk through the text Have students categorize characters, settings, and plot from familiar stories. □ Activate prior knowledge about the text by using visual displays to support the oral or written message. • □ □ Choral Reading Act out vocabulary words • □ Show pictures or words to choose from in response to a question □ Pictorial Retell Use bilingual picture dictionary and have students create personal illustrated dictionaries. Use a student buddy, if possible someone 	<ul style="list-style-type: none"> ● Identify linking words or phrases related to passage of time in speech. ● Provide audiobooks. ● Give the students a picture story without words and provide them with some basic vocabulary that goes with this story. ● Make predictions ● Identify temporal-related events that signal the order of events. ● Ask questions with 1-3 word answers. ● Ask questions with an either/or option. ● Ask students to list, name, tell, which, categorize, draw, label, or create. ● Provide sentence frames.

<p>pointing. Use a student buddy, if possible someone with the same language.</p>	<p>with the same language.</p>	
<p>Level 4 - Expanding</p>	<p>Level 5 - Bridging</p>	<p>Level 6 - Reaching</p>
<ul style="list-style-type: none"> ● Work in partnerships to write about the story’s problem and solution. Use sentence strips to tell a story in sequence. ● Provide sentence frames showing use of transition words. ● Ask student to tell about, describe, explain. Encourage students to use full sentences when identifying main ideas and details in illustrated texts. ● Make modifications to assignments and tests, so the student will not be overwhelmed. 	<ul style="list-style-type: none"> ● Write a summary in sequence. ● Paraphrase narrative or informational texts with paragraph strips. ● Highlight relevant information in texts to produce summaries. ● Match opinions to reasons in in literature. ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<p>Utilize transitional words to write a</p> <ul style="list-style-type: none"> ● summary. ● Use a story map to write a summary of the story. <p>As student to tell “Why do you think....?” or “What would you recommend?”</p> <p>Make modifications to assignments and tests as necessary.</p> <p>Students should have a list of target words for each unit of study.</p>
<p>Differentiated Instruction</p>		
<p>Special Education</p>	<p>504</p>	
<ul style="list-style-type: none"> □ Provide text on individual reading levels. □ Read the text aloud. □ Extra time for assigned tasks □ Provide a warning for transitions □ Buddy students with peers □ Provide immediate feedback □ Visual and verbal reminders 	<ul style="list-style-type: none"> • Graphic organizer with story structure • Adjust length of assignment • Repeat clarify or reword directions • Small group instruction • Brief concrete directions • Provide immediate feedback • Visual graphic organizers 	

Grade: Second	Content: English as a Second Language	
Unit: 5		Time Frame: 52-56 days
Grade 2 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language WIDA ELP Standard 2-Language of Language Arts		
New Jersey Student Learning Standards: RL.2.1, 2.2, 2.3, 2.4,2.5, 2.6, 2.7, 2.9, 2.10 RI. 2.1, 2.2, 2.3, 2.4,2.5, 2.6, 2.7,2.8, 2.9, 2.10 RF. 2.3, 2.4 W. 2.1, 2.2, 2.5, 2.6, 2.7, 2.8 L.2.1, 2.2, 2.4, 2.5, 2.6 SL 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	NJSLA-ELA Connection: Short constructed responses to text-dependent questions by citing text evidence and using transitional phrases.	
Essential Question	Skills	Resources
Reading: <i>How do readers learn from nonfiction and fiction text?</i>	<ul style="list-style-type: none"> ● Infer and make predictions while reading a text. ● Recognize & identify cause and effect relationships. ● Identify topic, main ideas and details. ● Read and comprehend informational text. ● Ask and answer questions while reading. ● Acquire and use domain specific vocabulary. ● Read with fluency and expression. ● Use character’s thoughts to identify their feelings and traits. ● Use characters’ thoughts to identify their feelings and traits. ● Identify similes within a text. ● Self-correct word recognition. ● Draw conclusions about a text. 	Fiction: <u>Gloria Who Might Be My Best Friend</u> <u>The Goat in the Rug</u> <u>Half-Chicken</u> <u>The Lion and the Mouse</u> <u>The Mysterious Tadpole</u> <u>The Dog That Dug for Dinosaurs</u> <u>Yeh-Shen</u> <u>Cinderella</u> <u>Two of Everything</u> <u>Stone Soup</u>

	<ul style="list-style-type: none"> ● Use a sequence of events to understand steps in a process. ● Describe the point of view of different characters. 	<p>Non-fiction: <u>Penguin Chick</u> <u>Emperor Penguins</u></p>
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	<ul style="list-style-type: none"> ● Retell a story with facts and details. ● Use text and graphic features to support understanding of a text. ● Monitor understanding of a text and clarify any confusing parts. ● Recognize cause and effect relationships. ● Identify setting, characters, and plot in a story. ● Use text clues to figure out what the author means, or what might happen next. ● Identify the order of events in a story. ● Recount what happened in a story in order. ● Use knowledge of characters and events to analyze and evaluate texts. ● Compare and contrast characters/events/stories. ● Identify characters' feelings and traits based on their actions, words, and relationships. ● Summarize for understanding during reading. ● Recognize different points of view of different characters. 	<p><u>How to Make a Kite</u> <u>Basket Weaving</u> <u>From Seed to Plant</u> <u>Super Soil</u> <u>From Eggs to Frogs</u> <u>La Brea Tar Pits</u> <u>Now & Ben</u> <u>A Model Citizen</u></p>
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Essential Questions	Skills	Resources
<p>Informative Writing: Problem-Solution/Compare and Contrast Paragraph</p> <p>How do writers include a detailed problem and solution in an informative piece of writing?</p> <p>How do writers include details in a compare and contrast paragraph?</p>	<ul style="list-style-type: none"> • • • • Identify characteristics of a good problem/solution paragraph. Use exact words to give more information. • Describe a solution clearly in a problem/solution paragraph. Revise, edit, and publish a problem/solution paragraph. • Identify the characteristics of good compare and contrast paragraphs. Use details that support the main idea. Use a Venn diagram to plan compare and contrast paragraphs. Draft paragraphs that compare and contrast topics. Revise edit, and publish compare and contrast paragraphs. 	<p>Students should continuously write stories/letters, ranging from 1 paragraph to 3 paragraphs.</p>

Essential Question	Skills	Resources
<p>Informative Writing: Informational Paragraph/ Research Report</p> <p>How do writers draft an informational paragraph?</p> <p>How do writers develop a research report?</p>	<ul style="list-style-type: none"> ● Identify the characteristics of a good informational paragraph. ● Include a topic sentence that tells the main idea. ● Inclusion of supporting sentences that provide facts that support the main idea. ● Use synonyms to explain information in a writer's own words. ● Use a Flow Chart to plan the order of an informational paragraph. ● Revise, edit, and publish an informational paragraph. ● Identify the characteristics of a good research report. ● Use exact details to help readers picture the subject. 	<p>Students should continuously write stories, ranging from 1 paragraph to 3 paragraphs.</p>

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| | <ul style="list-style-type: none">● Plan a research report with a K-W-L chart.● Plan a research report by reviewing and revising flow charts. | |
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Exemplary ESL instruction should focus on communication. Areas of vocabulary development, sentence level communication, and discourse should be taught concurrently, not in isolation. WIDA suggests that at the end of each level, the English Learner (EL) should be able to accomplish the following:

Level	Discourse Level	Sentence Level	Word/Phrase Level
Entering – Level 1	<ul style="list-style-type: none"> • Single words • Phrases/chunks of language 	<ul style="list-style-type: none"> • Phrase level grammatical structures • Phrasal patterns associated with common social and instructional situations 	<ul style="list-style-type: none"> • Content related words • Social and instructional words and expressions
Emerging – Level 2	<ul style="list-style-type: none"> • Phrases or short sentences • Expression of ideas 	<ul style="list-style-type: none"> • Formulaic grammatical structures • Repetitive phrasal and sentence patterns across content areas 	<ul style="list-style-type: none"> • General content words and expressions • Social and instructional words and expressions across content areas
Developing – Level 3	<ul style="list-style-type: none"> • Some expanded sentences with emerging complexity • Expanded expression of one idea or multiple related ideas 	<ul style="list-style-type: none"> • Sentence patterns across content areas • Repetitive grammatical structures 	<ul style="list-style-type: none"> • Specific content language • Words or expressions with multiple meanings
Expanding – Level 4	<ul style="list-style-type: none"> • Some complex sentences • Organized expression of ideas with emerging cohesion 	<ul style="list-style-type: none"> • A variety of grammatical structures • Sentence patterns characteristic of content areas 	<ul style="list-style-type: none"> • Specific content area languages • Words and expressions with expressive meaning through the use of idioms and collocations
Bridging – Level 5	<ul style="list-style-type: none"> • Multiple complex sentences • Cohesiveness and coherency 	<ul style="list-style-type: none"> • Grammatical structures matched to purpose • Broad range of sentence patterns characteristic of particular content areas 	<ul style="list-style-type: none"> • Technical and abstract content area language including content specific collocations • Connotations of meaning across content areas

2012 Amplification of the English Language Development Standards: University of Wisconsin Systems, Madison Wisconsin, 2012. http://www.wida.us/standards/CAN_DOs/

Vocabulary	Resources	Assessment/Project
<p>Fiction Characters, traits, similes, conclusion, sequence of event, cause, effect, point of view, traditional tale, moral, story structure, setting, plot, fantasy, sequence of events, author’s message, fairy tale, compare, contrast, illustrations, folktale, 0</p> <p>Non-Fiction Main idea, details, topic, narrative nonfiction, cause, effect, informational text, fact, opinion, author’s purpose, timeline,</p>	<ul style="list-style-type: none"> ● Houghton Mifflin Harcourt Journeys Text ● Houghton Mifflin Harcourt Moving into English 	<p>Formative Assessment ● DRA2</p> <ul style="list-style-type: none"> ● Reading Inventory <p>Summative Assessment</p> <ul style="list-style-type: none"> ● ELA SGO Assessment ● Foundational Reading Assessment ● Unit Assessment <p>Alternative Assessment</p> <ul style="list-style-type: none"> ● For Special Education students refer to accommodations and modifications indicated in IEP. ● For 504 students refer to accommodations indicated in 504 plan. ● ELL students should receive extended time, word to word dictionary, directions read aloud and/or clarified when needed
Differentiated Instruction		Interdisciplinary Connections
At Risk Students	Enrichment, Gifted, and Talented	2-LS2-1
<ul style="list-style-type: none"> ● Extra time for assigned task ● Adjust length of assignment ● Repeat, clarify, or reword directions ● Short manageable tasks ● Small group instruction 	<ul style="list-style-type: none"> ● Independent Reading & Writing Projects ● Challenging reading materials ● Utilize technology to demonstrate comprehension of text 	Plant seeds and conduct an investigation to determine what plants need to grow and record observations.

Differentiated Instruction

ELL

Level 1 - Entering

- Frontload high utility words that are included in the text.
- Point to graphic and text features and identify them, have students repeat what they are. Analyze a character by using a word to describe the character. Introduce by describing themselves.
- Model cause and effect through personal experiences.
- Distribute copies of a short shared text and students can identify main idea by circling the important part of the text.
- Act out vocabulary words
- Ask yes or no questions (i.e. Is this a question, Does this...?)
- Use "point to", "circle", "find", "show me", "draw", "match".
- Use visuals such as pictures, gestures, and pointing.
- Use a student buddy, if possible someone with the same language.

Level 2 - Emerging

- Ask cause and effect questions allowing students to select answers from given choices. Discuss main idea and what it means. Connect to real life experiences. With a shared text, identify main idea and details by circling main idea and labeling details in the text. Categorize graphic and text features.
- Analyze characters by completing the sentence frame: Character is _____.
- Picture walk through the text
- Choral Reading
- Act out vocabulary words
- Show pictures or words to choose from in response to a question
- Pictorial Retell
- Use bilingual picture dictionary and have students create personal illustrated dictionaries.
- Use a student buddy, if possible someone with the same language.

Level 3 - Developing

- Ask cause and effect questions allowing students to answer with one word answers.
- With a shared text, use sentence frames to identify main idea and details.
- Identify graphic and text features using sentence frames.
- Analyze characters by completing the sentence frame: Character is _____ because _____.
- Provide audiobooks.
- Make predictions
- Ask questions with 1-3 word answers.
- Ask questions with an either/or option.
- Ask students to list, name, tell, which, categorize, draw, label, or create.
- Provide sentence frames.

Level 4 - Expanding	Level 5 - Bridging	Level 6 - Reaching

<ul style="list-style-type: none"> ● Work in partnerships over a shared text to identify main idea and details. ● Provide sentence frames showing use of transition words. ● Provide sentence frames to answer cause and effect questions using verb forms: <i>used to, there is, and there are.</i> ● Work in partnerships to come up with examples of text and graphic features. ● Write one or two sentences on why a character feels a certain way. ● Provide sentence frames showing use of transition words. ● Ask student to tell about, describe, explain. ● Encourage students to use full sentences when identifying main ideas and details in illustrated texts. ● Make modifications to assignments and tests, so the student will not be overwhelmed. 	<ul style="list-style-type: none"> ● Paraphrase narrative or informational texts with paragraph strips. ● Provide opportunities for students to answer cause and effect questions using descriptive sentences. ● Write two to three sentences explaining main idea and details and analyzing why characters feel a certain way. ● Work independently to create examples of text and graphic features ● Paraphrase narrative or informational texts with paragraph strips. ● Highlight relevant information in texts to produce summaries. ● Match opinions to reasons in in literature. ● Ask how and why questions. ● Ask student to tell “what would happen if questions, Tell me as much as you can about....” ● Give the student a list of target words for each unit of study. 	<ul style="list-style-type: none"> ● Using an independent text, write main idea and details using complete sentences. ● Provide sentence frames showing use of transition words. ● Create a poster with captions of text and graphic features. ● As student to tell “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study.
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HACKENSACK PUBLIC SCHOOLS

Differentiated Instruction

Special Education

504

Provide text on individual reading levels.

- Individualized text to highlight text and graphic features.
- Read the text aloud.
- Extra time for assigned tasks
- Provide a warning for transitions
- Buddy students with peers
- Provide immediate feedback
- Visual and verbal reminders
- Main Idea and details with a simpler text
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- Graphic organizer with story structure
- Shared text to highlight and label text and graphic features
- Adjust length of assignment
- Repeat clarify or reword directions
- Small group instruction
- Brief concrete directions
- Provide immediate feedback
- Visual graphic organizers
- Matching main idea and details through scenarios written on sentence strips
- Personalized experiences