

# Branchburg Township Public Schools

Office of Curriculum and Instruction

## Grades 1-2 ESL Curriculum



Adopted by the Board of Education: September 2017

Revised: September 2018

*This curriculum is aligned with the WIDA English Language Standards, the 2016 New Jersey Student Learning Standards in Mathematics and English Language Arts and the 2014 New Jersey Student Learning Standards in Science, Social Studies Technology and 21st Century Life and Careers Standards*

Branchburg Township School District  
ESL Curriculum  
Grades K-8

**Program Philosophy**

The Branchburg Township ESL Program accelerates the acquisition of English through the use of thematic and topic based ESL curriculum. Themes are basic to learning language. Topic related language and concepts are reinforced throughout the year to ensure ELL's conceptualization. Our philosophy is also to provide an opportunity for students to increasingly be able to communicate their ideas on both social and academic topics. During this process, ELL's will develop all of the four language domains: listening, speaking, reading, and writing. By integrating four language domains, along with grade level topics from academic curriculum, ELL's are able to develop academic language skills. The ESL teacher provides explicit instruction and learning strategies for both content and language acquisition.

The ESL curriculum serves as a tool in which teachers could develop strategies to enhance language development of key concepts related to a particular content area. Students will learn new material and transfer this knowledge to other areas of curriculum and everyday life.

Teachers from all areas will use cooperative learning strategies and give students opportunities to work in groups, learn new skills, and develop social language.

**Program Goal**

English Language Learners (ELLs) will learn to speak, read, and comprehend written and spoken English. The ESL teacher will follow state guidelines for entry and exit procedures.

## **General Curriculum & Instruction Objectives**

- All units and lessons will be differentiated to meet the needs of each child.
- Teachers will write and deliver lessons that are aligned to our curriculum by utilizing current research based methods and techniques that focus on individual student achievement.
- Curriculum will be student focused.
- WIDA Standards will support ESL teachers in the development of ongoing formal and informal assessments.
- Data will be utilized to gauge student growth, both socially and academically.
- WIDA CAN DO Descriptors will provide ESL teachers with a starting point to work with ELLs and also serve as tool to help guide homeroom and content area teachers in their expectations for student performance.
- Content area teachers should participate in professional development.
- Cooperative learning activities should be implemented to give students opportunities to work in groups and aid in helping ELLs develop both social and oral language skills.
- Teachers will motivate ELLs to become active participants in learning and to be an integral part of the class and school community.

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**Description of ELP Levels**

<b>ELP Level</b>	<b>Description</b>
Level 1- Entering	<ul style="list-style-type: none"><li>● pictorial/graphic representation of language of the content areas</li><li>● words, phrases, or chunks of language when presented with one step commands, directions, WH questions, statements</li></ul>
Level 2- Beginning	<ul style="list-style-type: none"><li>● General language related to the content areas</li><li>● phrases/short sentences</li><li>● Oral or written language with phonological, semantic and semantic errors that often impede the meaning of communication</li></ul>
Level 3- Developing	<ul style="list-style-type: none"><li>● General or specific language of content areas</li><li>● Expanded sentences in oral interaction or written paragraphs</li><li>● Oral or written language with phonological, semantic and semantic errors that may impede the meaning of communication</li></ul>
Level 4- Expanding	<ul style="list-style-type: none"><li>● Some technical and specific language of content areas</li><li>● Oral or written language with phonological, semantic and semantic errors that do not impede the meaning of communication</li><li>● A variety of sentence lengths with varying in linguistic complexity</li></ul>
Level 5- Bridging	<ul style="list-style-type: none"><li>● The technical language of the content areas</li><li>● Oral and written language approaching comparability of an English proficient student when presented with grade level material.</li></ul>

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**Recommended Teaching Strategies Checklist for ELLs by English Language Proficiency Levels**

ELP Level 1- Beginner  
 ELP Level 2- Early Intermediate  
 ELP Level 3- Intermediate  
 ELP Level 4- Early Advanced  
 ELP Level 5- Advanced

Teaching Strategy	1	2	3	4	5
❖ Always display language and content objectives	x	x	x	x	x
❖ Use of manipulatives, props, games, hands on activities, realia, and visuals	x	x	x	x	x
❖ Cooperative learning groups	x	x	x	x	x
❖ Display print to support oral language	x	x	x	x	x
❖ Create a positive climate	x	x	x	x	x
❖ Model activities and differentiate to meet the needs of each student	x	x	x	x	x
❖ Make connections both academically and socially	x	x	x	x	x
❖ Use modified speech	x	x	x	x	x
❖ Be aware of body language, social cues, facial expression, and gestures	x	x	x	x	x
❖ Ask yes/no questions	x	x			

❖ Allow physical response to check for understanding (thumbs up/down)	x	x	x	x	x
❖ Engage students in retelling, describing, and comparing two things			x	x	x
❖ Build on students prior knowledge and activate background knowledge			x	x	x
❖ Incorporate numerous strategies for reading/writing	x	x	x	x	x
❖ Avoid sarcasm, idiomatic expressions, and figurative language	x	x			
❖ Teach greek and latin roots to expand students vocabulary		x	x	x	x
❖ Simplify language and not content		x	x	x	x
❖ Use bilingual peer helpers	x	x	x		
❖ Use bilingual books, textbooks, and and other tools if available	x	x			
❖ Encourage students to respond in first language	x				
❖ Verbal prompting and praise throughout a lesson	x	x	x	x	x
❖ Ask students questions that require at least a two word response		x	x	x	x
❖ Use of word walls	x	x	x	x	x
❖ Picture dictionaries and bilingual dictionaries	x	x	x		
❖ Promote meaningful language		x	x	x	x
❖ Introduce figurative language				x	x
❖ Chunk text	x	x	x	x	x
❖ Modify assessments (not content)	x	x	x		

❖ Small group learning	x	x	x		
❖ Pre Teach vocabulary and lessons	x	x	x		
❖ Provide sentence frames and starters	x	x	x	x	
❖ Graphic organizers, brainstorming, and listing			x	x	x
❖ Ask questions that will solicit a detailed response.			x	x	x
❖ Incorporate everyday skills (notetaking, study skills, and organizational skills)		x	x	x	x
❖ Teach and practice test taking skills			x	x	x
❖ Adjust formative assessment strategies	x	x	x		
❖ Provide students with mini personal word wall for their folders	x	x	x	x	
❖ Work with ESL teacher for strategies tailored to fit the need of each student	x	x	x	x	x
❖ Look at curriculum units for modifications for specific units and areas of academic study.	x	x	x	x	x

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**Grades 1-2**

*All units will be designed using culturally authentic materials that are appropriate to the students abilities, interest levels, and age. Teachers will meet the objectives described in the first grade ELP Levels 1-5 Curriculum. Teachers should select materials that are culturally diverse and materials that are rich across the content areas. Teachers should provide students with multiple opportunities for students to use meaningful communication that relates to real world situations. Lesson plans and activities should target purposeful and meaningful language.*

Trimester 1 Units 1-2	Trimester 2 Units 3-4	Trimester 3 Units 5-6
<p><b>ESL Themes</b></p> <ul style="list-style-type: none"> <li>● All About Me/Our School Community</li> <li>● Being an Active Citizen</li> <li>● The Human Body</li> <li>● Academic Vocabulary for Content Areas</li> </ul> <p><b>First Grade ELA</b></p> <ul style="list-style-type: none"> <li>● Launching Reading Workshop</li> <li>● Launching Writing Workshop with</li> <li>● Independent Writing Projects</li> <li>● Word Detectives</li> <li>● Bringing Small Moments to Life</li> </ul>	<p><b>ESL Themes</b></p> <ul style="list-style-type: none"> <li>● Our Community's Land &amp; Weather</li> <li>● Home, Family and Friends</li> <li>● Making Changes Past and Present</li> <li>● Animals and Their Habitats</li> <li>● Academic Vocabulary for Content Areas</li> </ul> <p><b>First Grade</b></p> <ul style="list-style-type: none"> <li>● Reading Like a Scientist:</li> <li>● Navigating Informational Texts</li> <li>● All About Books</li> <li>● Readers Have Big Jobs to Do:</li> <li>● Fluency, Phonics, and</li> </ul>	<p><b>ESL Themes</b></p> <ul style="list-style-type: none"> <li>● US Landmarks and Symbols</li> <li>● Ecosystems</li> <li>● Academic Vocabulary for Content Areas</li> </ul> <p><b>First Grade</b></p> <ul style="list-style-type: none"> <li>● Meeting Characters/Learning Lessons</li> <li>● From Scenes to Stories</li> <li>● Making Reading Come Alive:</li> <li>● Readers' Theater and Poetry</li> <li>● Non-fiction Chapter Books</li> </ul> <p><b>Second Grade</b></p> <ul style="list-style-type: none"> <li>● Bigger Books Mean Amping Up</li> </ul>



**Second Grade ELA**

- Second-Grade Reading Growth Spurt
- Lessons from the Masters: Improving Narrative Writing
- Becoming Experts: Reading Nonfiction
- The How-To Guide for Nonfiction Writing

- Comprehension
- Writing Reviews

**Second Grade**

- Studying Characters
- Writing About Reading
- Reading to Learn: Research Clubs
- Writing in the Content Areas

Reading Power

- Poetry
- Series Book Clubs
- Letting Our Imaginations Soar: Crafting Fiction

**Unit 6- Review and reinforce skills. Focus on building upon areas of strength, while targeting areas of need.**

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**Grades 1-2**

<b>Unit Name:</b> <i>Unit 1: All About Me My School Community</i>	<b>Duration:</b> <i>September/October</i>
<b>Enduring Understandings:</b> <ul style="list-style-type: none"><li>● Students will learn to introduce themselves and explore and compare their feelings and physical attributes to those of others while they develop skills and strategies across different English modalities.</li><li>● Students will explore school and the people in it, while discussing their own likes and dislikes as they develop skills and strategies across English modalities.</li><li>● There are many ways readers push themselves to read with vigor and stamina.</li><li>● Readers envision as they read.</li><li>● Readers match the picture in their mind with the words on the page.</li><li>● Readers talk about and share ideas about books with partners.</li><li>● Writers write long and strong, with great volume and stamina.</li><li>● A small moment is a story about a small event in one's life, written with detail and elaboration.</li><li>● Writers can incorporate all they know (word study features and high frequency word) to make writing more understandable to others.</li><li>● Writers use partnerships as a way to lift our writing and understand ways to better write for our readers.</li><li>● Rules and routines are important for working together in different academic areas.</li><li>● What is my role and how can I contribute to my school, classroom and community?</li><li>● What do all groups of people have in common?</li></ul>	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>● <i>Who am I and what language will I need to communicate in my new home and school?</i></li><li>● <i>What's special about me? How am I the same as others? How am I different?</i></li></ul>	<b>Mainstream Incorporation:</b> <ul style="list-style-type: none"><li>● <i>How do readers push themselves to read more?</i></li><li>● <i>What do readers think while they read?</i></li><li>● <i>How do readers make sense of the words on the page?</i></li></ul>

- *How can I communicate my feelings successfully?*
- *How is my native country and USA the same? How are they different?*
- *How do students describe school activities?*
- *How do students describe school locations?*
- *How do students name objects in a school?*
- *How do students name school supplies?*

- *How do readers share books?*
- *What is writing workshop?*
- *What is a small moment?*
- *How do writers use what they know to make writing clear?*
- *What academic language do I need to know to be successful during math workshop?*

### Materials

*Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.*

Teacher Texts	Mentor Texts	Supplemental
<p><i>Reading Teacher Texts</i></p> <ul style="list-style-type: none"> <li>● <i>Building Good Reading Habits Grade 1 Unit 1</i> by Lucy Calkins &amp; Elizabeth Dunford Franco (from the Units of Study for Teaching Reading)</li> <li>● <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>● <i>Words Their Way</i> by Bear, Invernizzi, Templeton &amp; Johnston <b>*For word study instruction</b></li> <li>● <i>Phonics Lessons for Grade One</i> (red binder and teacher manual) by Fountas and Pinnell <b>*to supplement word study instruction</b></li> </ul>	<p><i>Reading Mentor Texts</i></p> <ul style="list-style-type: none"> <li>● <b><i>How to Read a Story</i></b> by Kate Messner</li> <li>● <b><i>Ollie the Stomper</i></b> by Olivier Dunrea</li> <li>● <b><i>Gossie and Gertie</i></b> by Olivier Dunrea</li> <li>● <b><i>Kazam's Birds</i></b> by Amy Ehrlich</li> <li>● <b><i>Ish</i></b> by Peter Reynolds</li> <li>● a low level big book to use for decoding lessons (students must be able to see print)</li> <li>● <b><i>Katie Woo Has the Flu</i></b> by Fran Manushkin</li> <li>● <b><i>Those Darn Squirrels</i></b> by Adam Rubin</li> <li>● <b><i>Mercy Watson to the Rescue</i></b> by Kate DiCamillo</li> </ul> <p><i>Writing Mentor Texts</i></p> <ul style="list-style-type: none"> <li>● <b><i>Ralph Tells a Story</i></b> by Abby Hanlon</li> </ul>	<ul style="list-style-type: none"> <li>● Alphabet linking chart</li> <li>● consonant/blend chart</li> <li>● Personal word wall</li> <li>● Book bag</li> <li>● Reading goal card</li> <li>● Reading mat</li> <li>● Mini anchor charts for desks</li> <li>● Post it notes</li> <li>● Wordless books</li> <li>● Bilingual dictionary</li> <li>● Pebblego</li> <li>● Reading AZ</li> </ul>

- *Second Grade Reading Growth Spurt* by Lucy Calkins & Shanna Schwartz (from the Units of Study for Teaching Reading)
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston  
**\*For word study instruction**
- *Phonics Lessons for Grade Two* (purple binder and teacher manual) by Fountas and Pinnell **\*to supplement word study instruction**
- **Foundations**

*Writing Teacher Texts*

- ***Small Moments Writing with Focus, Detail, and Dialogue*** by Lucy Calkins, Abby Oxenhorn Smith & Rachel Rothman
  - Important information on writing partnerships can be found on pages 47-48 in *Small Moments*.
- ***Interactive Writing Across Grades: A Small Practice With Big Results, PreK-5*** by Kate Roth and Joan Dabrowski
- ***The Writing Strategies Book*** by Jennifer Serravallo

- ***Creak! Said the Bed*** by Phyllis Root
- ***Night of the Veggie Monster*** by George McClements
- *Dear Juno* by Soyung Park (\*shows letters writing)
- ***Owl Moon*** by Jane Yolen
- ***The Leaving Morning*** by Angela Johnson

- RAZ Kids
- Brainpop ESL
- Brainpop Jr
- Storylineonline
- Learning Ally

- *Lessons from the Masters: Improving Narrative Writing* by Lucy Calkins, Amanda Hartman & Julia Mooney (from the Units of Study in Opinion, Information, and Narrative Writing)

## Standards

### **WIDA Standards:**

#### **English Language Proficiency Standard 1**

English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language

#### **English Language Proficiency Standard 2**

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

### **NJSLS English Language Arts Standards**

#### ***Progress Indicators for Reading Literature Text***

##### *Key Ideas and Details*

RL.1.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.1.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.1.3. With prompting and support, identify characters, settings, and major events in a story.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

### ***Craft and Structure***

RL.1.4. Ask and answer questions about unknown words in a text.

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.

RL.1.5. Recognize common types of texts (e.g., storybooks, poems).

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.1.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.

### ***Progress Indicators for Reading Foundation Skills***

#### ***Print Concepts***

RF.K.1. Demonstrate understanding of the organization and basic features of print.

#### ***Phonological Awareness***

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

#### ***Phonics and Word Recognition***

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

#### ***Fluency***

RF.1.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

### ***Progress Indicators for Writing***

#### ***Text Types and Purposes***

W.1.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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.

W.1.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.1.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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.

### ***Progress Indicators for Speaking and Listening***

#### ***Comprehension and Collaboration***

SL.1.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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.

SL1.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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.

#### ***Presentation of Knowledge and Ideas***

SL.1.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.1.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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.

SL1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

***Progress Indicators for Language***

***Conventions of Standard English***

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

***Vocabulary Acquisition and Use***

L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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).

***Career Ready Practices***

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

**Unit 1 Focus**

**Student Outcomes**

**Language and Conventions**



- I can identify people.
- I can name and describe school activities.
- I can describe school locations.
- I can name objects used in class.
- I can describe what things are used for.
- I can ask questions about school.
- I can state things I like and dislike.
- I can discuss how I am feeling.
- I can ask others about their feelings

### **Reading Readiness Goals**

- Demonstrate basic understanding of book handling skills
- Follows words with proper directionality (left to right, top to bottom, and page by page)
- Recognize that letters make up words
- Learn to identify letters and their corresponding sounds.
- Actively participate in Reading workshop
- Read with stamina and volume
- Set goals for reading and writing

### **Comprehension Goals**

- Have strategies to help them use meaning to read books by looking at the pictures and saying what they see, or what the character is doing, thinking, or saying
- Monitor for meaning and show understanding of text read
- Attempt to decode unknown words
- Figure out what words or phrases mean in a story
- Retell stories
- Begin to find the big idea, or lesson, in a story

### **Decoding and Word Recognition Goals**

- Read high frequency words by sight
- Attempt to decode unknown words
- Fix up reading

## **Fluency**

- Read like a teacher

## **Math**

- established math routines for first grade or second grade
- that number grids have patterns
- how to count using a number grid
- how to count using a number line
- how to compare numbers (greater than, less than, equal to)
- that there are tools we can use to help us with math
- what tally marks represent
- how to solve number stories within 20
- adding or subtracting changes how many or how much of something we have
- using our number sense and strategies will help us solve addition problems
- adding and subtracting on a number grid
- number line patterns (counting up, counting down)
- larger than, smaller than, equal to.
- the value of a penny, nickel, dime, quarter.

## **Science**

- Knowledge and understanding that living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.
- Ask and answers questions, plans and constructs investigations with teacher guidance and constructs explanations.
- Diversity of life in different habitats
- Feelings and Emotions

## **Social Studies**

- the purpose of rules in a small and larger community (i.e. classroom, town, state, countries)
- different roles in a community, state, countries and governments
- qualities of an active citizen and their contribution to the community

- American rights and freedoms and the process for initiating change in a community
- different countries have different sets of rules, type of government

### **Assessments**

- WIDA ACCESS for ELLs
- WIDA Kindergarten Model
- Concepts about Print assessment should be done with all students to get baseline data.
- Letter Identification assessment should be done with all students to get baseline data.
- DRA
- Sight word assessment
- Anecdotal notes from reading and math conferences
- Anecdotal notes from small group instruction of foundational reading skills and math skills
- Add published piece to students' writing portfolio

## Grades 1-2

**Unit Name:** *Unit 2: The Human Body and Feelings  
Jobs of the Past, Present, and Future*

**Duration:** November/December

### **Enduring Understandings:**

- Students will explore family and healthy lifestyle choices in order to communicate about traditions and culture for different purposes, audiences, and in different contexts.
- Good readers use many tools to figure out tricky parts in their books.
- Good readers may need to try more than one strategy to solve a tricky word.
- Good readers check their reading by asking does it make sense? does it look right? does it sound right?
- Readers need to use all the parts of an informational text, words, pictures, and other text features to learn about a topic.
- Readers need to have strategies they use to figure out new expert vocabulary.
- It is important to figure out the main idea of an informational text.
- Information books are written to teach others.
- Writers elaborate their story by adding small action, talking, feeling, and thinking.
- Writers edit their stories for capital letters and punctuation.
- People and places adapt as concepts (i.e technology, communication, transportation) change.
- The past that influences the present and future
- Mathematicians use different tools to help them learn.

### **ESL Essential Questions-**

- *What are the different parts of the body? What are their functions?*
- *How do students describe feelings?*
- *How do students retell and describe a story?*
- *How do students describe healthy habits?*
- *How do students understand commands and identify problems?*

### **Mainstream Classroom Incorporation-**

- *How can I be strong when I get to the hard parts in books so that I don't give up?*
- *How can I use all the strategies that I know in ways that let me understand and figure out words in the books that I read?*
- *How do writers use what they know to make their stories detailed for the reader?*
- *How can I use all the parts of an informational text to learn more about a topic? (Grade 2)*
- *How can I figure out the meaning of new words I*

	<p><i>encounter in my books?</i></p> <ul style="list-style-type: none"> <li>• <i>How can I figure out the main idea of an informational text? (Grade 2)</i></li> <li>• <i>Why do people and places changed over time?</i></li> <li>• <i>Why do we honor some people and events from the past?</i></li> <li>• <i>How do jobs differ today from years ago?</i></li> <li>• <i>What tools are available to help us solve math problems accurately?</i></li> </ul>
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<p align="center"><b>Materials</b></p> <p align="center"><i>Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.</i></p>		
<p align="center"><b>Teacher Texts</b></p>	<p align="center"><b>Mentor Texts</b></p>	<p align="center"><b>Supplemental</b></p>
<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• <i>Word Detectives Grade 1 If/ Then Unit</i> by Lucy Calkins, Elizabeth Franco, Havilah Jespersen</li> <li>• Online Digital Resources at <a href="http://www.heinemann.com">www.heinemann.com</a> (see page xvi in <i>Word Detectives Grade 1 If/Then Unit</i>)</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>Words Their Way</i> by Bear, Invernizzi, Templeton &amp; Johnston</li> </ul> <p><b>*For word study instruction</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• <b><i>Country Mouse and Town Mouse</i></b> by Ruth Mattison</li> <li>• <b><i>Lost Socks</i></b> by Dawn McMillan</li> <li>• <b><i>Nate the Great</i></b> by Marjorie Weinman Sharmat (Interactive Read Aloud example)</li> <li>• <b><i>The Birthday Boy</i></b> by Debbie Croft (Shared Reading example)</li> </ul> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• <b><i>Night of the Veggie Monster</i></b> by George McClements</li> <li>• <b><i>Roller Coaster</i></b> by Marla Frazee</li> <li>• <b><i>Knights in Shining Armor</i></b> by Gail Gibbons</li> <li>• <b><i>Tigers</i></b> by Laura Marsh</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet linking chart</li> <li>• consonant/blend chart</li> <li>• Personal word wall</li> <li>• Book bag</li> <li>• Reading goal card</li> <li>• Reading mat</li> <li>• Mini anchor charts for desks</li> <li>• Post it notes</li> <li>• Wordless books</li> <li>• Bilingual dictionary</li> </ul>

- *Becoming Experts: Reading Nonfiction* by Lucy Calkins, Amanda Hartman, Celena Dangler Larkey & Lindsay Wilkes (from the Units of Study for Teaching Reading)
- *Phonics Lessons for Grade Two* (purple binder and teacher manual) by Fountas and Pinnell **\*to supplement word study instruction**
- *Phonics Lessons for Grade One* (red binder and teacher manual) by Fountas and Pinnell **\*to supplement word study instruction**

Writing

- ***Small Moments Writing with Focus, Detail, and Dialogue*** by Lucy Calkins, Abby Oxenhorn Smith & Rachel Rothman (from the Units of Study for Teaching Writing)
- ***If-Then Curriculum Assessment-Based Instruction Grade 1*** by Lucy Calkins & Colleagues from the Teachers' College Reading & Writing Project

- **Amazing Animals: Tigers** by Valerie Bodden
- **Earthworms** by Claire Llewellyn
- **Bugs! Bugs! Bugs!** by Jennifer Dussling
- **Animals Nobody Loves** by Seymour Simon
- **Surprising Sharks** by Nicola Davies
- **The Story of Chocolate** by Caryn J. Polin
- **Invaders from Outer Space** by Phillip Brooks

- Pebblego
- Reading AZ
- RAZ Kids
- Brainpop ESL
- Brainpop Jr
- Storylineonline
- Learning Ally

<p>(from the Units of Study for Teaching Reading)</p> <ul style="list-style-type: none"> <li>● <b><i>The Writing Strategies Book</i></b> by Jennifer Serravallo</li> <li>● <b><i>The How-To Guide for Writing Nonfiction If/ Then Unit for Grade 2</i></b> by Lucy Calkins, Valerie Geschwind &amp; Jennifer DeSutter (from the Units of Study in Opinion, Information, and Narrative Writing) <b>(BENDS 1 and 2 only)</b></li> </ul>		
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<b>Standards</b>
<p><b>WIDA Standards:</b></p> <p><b>English Language Proficiency Standard 1</b> English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language</p> <p><b>English Language Proficiency Standard 2</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p><b>NJSLS English Language Arts Standards</b></p> <p><b><i>Progress Indicators for Reading Literature Text</i></b> <i>Key Ideas and Details</i></p> <p>RL.1.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>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.</p> <p>RL.1.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why,</p>

how).

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.1.3. With prompting and support, identify characters, settings, and major events in a story.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

#### *Craft and Structure*

RL.1.4. Ask and answer questions about unknown words in a text.

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.

RL.1.5. Recognize common types of texts (e.g., storybooks, poems).

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.1.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.

### ***Progress Indicators for Reading Foundation Skills***

#### *Print Concepts*

RF.K.1. Demonstrate understanding of the organization and basic features of print.

#### *Phonological Awareness*

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

#### *Phonics and Word Recognition*

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

#### *Fluency*

RF.1.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.



### ***Progress Indicators for Writing***

#### ***Text Types and Purposes***

W.1.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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.

W.1.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.1.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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.

### ***Progress Indicators for Speaking and Listening***

#### ***Comprehension and Collaboration***

SL.1.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.1.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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.

#### ***Presentation of Knowledge and Ideas***

SL.1.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.1.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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.

SL1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### ***Progress Indicators for Language***

#### ***Conventions of Standard English***

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### ***Vocabulary Acquisition and Use***

L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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).

### ***Career Ready Practices***

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

## Unit 2 Focus

### Student Outcomes

#### **ESL Goals-**

- Build content-specific vocabulary
- I can describe and name family.
- I can retell and describe a story.
- I can describe feelings.
- I can describe healthy habits.
- I can apply family names to people.
- I can understand commands.
- I can identify problems in a story

#### **Reading Readiness Goals**

- Strategies for working collaboratively
- Qualities for good partnerships
- Monitor reading

#### **Comprehension Goals**

##### *First Grade*

- Strategies for retelling simple stories
- Retell key events in sequence

##### *Second Grade*

- Using context clues to figure out the meaning of tricky words
- Read to learn
- Preview the text to help learn
- Use text features to enhance learning
- Reread texts to build fluency and understanding
- Use content specific vocabulary (keywords) when discussing a nonfiction text
- Identify the main topic/ idea of a nonfiction text

- Identify important subtopics in a nonfiction text
- Retell nonfiction texts
- Write retellings of nonfiction texts

### **Decoding and Word Recognition Goals**

- Attempt to decode unknown words
- Fix up reading
- Strategies for using meaning to decode
- Strategies for using structure to decode
- Strategies for using visual information to decode
- First and Second grade sight words
- Consonant digraphs/Consonant blends
- Short and long sounds associated with each vowel (may refer to alphabet chart)
- Some common vowel teams (may refer to alphabet chart)
- Use visual information to break apart words
- Identify inflected endings and use them to break apart words
- Identify vowel sounds and apply knowledge to break apart words
- Solve by analogy

### **Fluency**

- Read like a teacher
- Reread to build fluency

### **Writing**

#### *First Grade*

- Strategies for bringing stories to life (i.e. small action, talking, feeling, thinking)
- Editing helps make your story easier to read
- Purpose of capital letters and ending marks
- How to read a book with a writer's eye
- Strategies for revising writing
- Stages in the writing process

### *Second Grade*

- Plan and draft informational books about expert topics
- Incorporate nonfiction text features
- Write with a specific audience in mind
- Help reader picture and envision information
- Hook your reader with a strong lead
- Revise and edit books
- Research to add more
- Use technology to share information with the world

### **Math**

- Number stories
- write an addition number story that matches a picture, write a number model to represent their story, and solve their story
- Addition facts
- Place value (tens and ones)
- Skip counting (second grade)

### **Science**

- Matter and its Interactions (2nd Grade)

### **Social Studies**

- Definition of past, present, and future
- the similarities and differences between everyday life of past and present.
  - Simple tasks and how they have evolved throughout the years (i.e. washing clothes, cooking, communication)
  - Jobs of the past, present, and future
- Different technological advances and inventions and their impact on daily life
  - influential NJ inventors and their contributions to society

## **Assessments**

- WIDA ACCESS for ELLs
- WIDA Kindergarten Model
- Concepts about Print assessment should be done with all students to get baseline data.
- Letter Identification assessment should be done with all students to get baseline data.
- DRA
- Sight word assessment
- Anecdotal notes from reading and math conferences
- Anecdotal notes from small group instruction of foundational reading skills and math skills
- Add published piece to students' writing portfolio

## Grades 1-2

**Unit Name:** *Unit 3:Our Community's Land & Weather Needs vs. Wants*

**Duration:** January/February

### **Enduring Understandings:**

- Students will learn about our land and our community as they develop skills and strategies across English modalities.
- Nonfiction readers read to become smarter about our world.
- Nonfiction readers think about what they read.
- Nonfiction readers have ways to deal with tricky words as they read.
- Readers can read more than one book about a topic to learn more
- Writers write facts about a topic they know a lot about.
- We have opinions about our characters and people can agree or disagree with my opinion
- I can use text evidence to support my opinion
- Writers write letters or make speeches to express their opinions to convince others to read and care about their books too.
- People use the environment for their needs and wants.
- People have basic needs and wants

### **ESL Essential Questions-**

- *How do students identify seasons?*
- *How do express similarities and differences?*
- *How do students describe weather?*
- *How do students identify places in the community?*
- *How do students describe community workers?*
- *How do students describe needs?*
- *How do people use our environment?*

### **Mainstream Classroom Incorporation-**

#### *First Grade-*

- *Why do people read nonfiction texts?*
- *How do I use everything I know about reading to read books that teach me information and ideas about different topics?*
- *How do writers write to teach what they know?*

#### *Second Grade-*

- *How can I be a thoughtful fiction reader who thinks carefully about characters and their stories, asking and answering questions, drawing on strategies when books are hard to understand, and*

	<p>considering what an author intends for me to learn through a character's journey?</p> <ul style="list-style-type: none"> <li>• How can I write lots of letters to other readers that tell my opinion about characters, and how I get better at writing in ways that make people agree with my opinion?</li> <li>• How can I strengthen my writing muscles so that I am better at giving evidence to support an opinion?</li> <li>• How can I do really important things with my opinion writing, like writing nominations for my favorite books that convince others to care about those books too</li> </ul>
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<p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><i>Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.</i></p>		
<p style="text-align: center;"><b>Teacher Texts</b></p>	<p style="text-align: center;"><b>Mentor Texts</b></p>	<p style="text-align: center;"><b>Supplemental</b></p>
<p><i>Reading-</i></p> <ul style="list-style-type: none"> <li>• <i>Learning About the World Grade 1 Book 2</i> by Lucy Calkins &amp; Amanda Hartman (from the Units of Study for Teaching Reading)</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>Words Their Way</i> by Bear, Invernizzi, Templeton &amp; Johnston</li> </ul> <p><b>*For word study instruction</b></p>	<p><i>Reading-</i></p> <p><i>First Grade-</i></p> <ul style="list-style-type: none"> <li>• <b><i>I Want to be a Doctor</i></b> by Anne Schreiber</li> <li>• <b><i>Sharks!</i></b> by Anne Schreiber</li> <li>• <b><i>Hang On, Monkey</i></b> by Susan B. Newman</li> <li>• <b><i>Owls</i></b> by Mary R. Dunn</li> <li>• <b><i>Super Storms</i></b> by Seymour Simon</li> </ul> <p><i>Second Grade-</i></p> <ul style="list-style-type: none"> <li>• <b><i>Houndsley and Catina</i></b> by James Howe</li> <li>• <b><i>Pinky and Rex</i></b> by James Howe</li> </ul> <p><i>Writing-</i></p>	<ul style="list-style-type: none"> <li>• Alphabet linking chart</li> <li>• consonant/blend chart</li> <li>• Personal word wall</li> <li>• Book bag</li> <li>• Reading goal card</li> <li>• Reading mat</li> <li>• Mini anchor charts for desks</li> <li>• Post it notes</li> </ul>



- *Phonics Lessons for Grade One* (red binder and teacher manual) by Fountas and Pinnell **\*to supplement word study instruction**
- *If...Then... Curriculum Assessment Based Instruction* by Lucy Calkins & Elizabeth Moore (from the Units of Study for Teaching Reading)
- *The Reading Strategies Book* by Jennifer Serravallo
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston **\*For word study instruction**
- *Phonics Lessons for Grade Two* (purple binder and teacher manual) by Fountas and Pinnell **\*to supplement word study instruction**

*Writing*

- *Writing About Reading Grade 2 Book 3* by Shanna Schwartz, Alexandra Marron & Elizabeth Dunford (from the TC Units of Study for Teaching Reading)
- *Nonfiction Chapter Books* by Lucy Calkins, Kristi Mraz & Barbara

*First Grade*

- ***Animal Families*** by DK Publishing
- ***My Football Book*** by Gail Gibbons
- ***My Soccer Book*** by Gail Gibbons
- ***Sharks!*** by Anne Schreiber
- ***Trucks*** by Wil Mara
- ***Bugs, Bugs, Bugs*** by Jennifer Dussling

*Second Grade*

- ***Pinky and Rex and the Bully*** by James Howe
- ***Mercy Watson to the Rescue*** by Kate DiCamillo

- Wordless books
- Bilingual dictionary
- Pebblego
- Reading AZ
- RAZ Kids
- Brainpop ESL
- Brainpop Jr
- Storylineonline
- Learning Ally

<p>Golub (from the Units of Study in Opinion, Information, and Narrative Writing) <b>*We will only reference Bend #1 in this unit. The other bends will support our work in Unit 6.</b></p> <ul style="list-style-type: none"> <li>• <b><i>The Writing Strategies Book</i></b> by Jennifer Serravallo</li> </ul>		
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<b>Standards</b>
<p><b>WIDA Standards:</b>  <b>English Language Proficiency Standard 1</b>  English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language  <b>English Language Proficiency Standard 2</b>  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p><b>NJSLS English Language Arts Standards</b></p> <p><b><i>Progress Indicators for Reading Literature Text</i></b>  <i>Key Ideas and Details</i></p> <p>RL.1.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).</p> <p>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.</p> <p>RL.1.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.</p>

RL.1.3. With prompting and support, identify characters, settings, and major events in a story.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

*Craft and Structure*

RL.1.4. Ask and answer questions about unknown words in a text.

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.

RL.1.5. Recognize common types of texts (e.g., storybooks, poems).

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.1.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.

***Progress Indicators for Reading Foundation Skills***

*Print Concepts*

RF.K.1. Demonstrate understanding of the organization and basic features of print.

*Phonological Awareness*

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

*Phonics and Word Recognition*

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

*Fluency*

RF.1.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

***Progress Indicators for Writing***

*Text Types and Purposes*

W.1.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the

topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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.

W.1.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.1.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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.

### ***Progress Indicators for Speaking and Listening***

#### ***Comprehension and Collaboration***

SL.1.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.1.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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.

#### ***Presentation of Knowledge and Ideas***

SL.1.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.1.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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.

SL.1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### ***Progress Indicators for Language***

#### ***Conventions of Standard English***

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### ***Vocabulary Acquisition and Use***

L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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).

### ***Career Ready Practices***

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

## **Unit 3 Focus**

## **Student Outcomes**

### **ESL Goals-**

- I can identify places in our community.
- I can name and identify community workers.
- I can describe needs in our community.
- I can recognize key vocabulary words
- I can identify seasons.
- I can express similarities and differences.
- I can describe different types of weather

### **Reading Readiness Goals**

- Strategies for working collaboratively
- Qualities for good partnerships
- Monitor reading

### **Comprehension Goals**

#### *First Grade*

- Strategies for retelling simple stories
- Retell key events in sequence
- Strategies for previewing nonfiction texts
- The purpose of reading nonfiction
- Strategies for learning new information from nonfiction texts
- Strategies for thinking deeply about facts
- Strategies for retelling nonfiction texts
- Strategies for figuring out the meaning of tricky words.

#### *Second Grade*

- Using context clues to figure out the meaning of tricky words
- Preview the text to help learn
- Reread texts to build fluency and understanding
- Make, confirm, and revise predictions about a character based on what we read.
- Monitor for meaning

- Identify the main problem a character faces and how he/she resolves that problem in a story.
- Identify character traits based on patterns in actions, words, and thoughts.
- Think deeply about character traits
- Identify how a character feels at different points of a story.
- Explain how a character changes across a book.
- Learn life lessons from our characters

### **Decoding and Word Recognition Goals**

- Attempt to decode unknown words
- Fix up reading
- Strategies for using meaning to decode
- Strategies for using structure to decode
- Strategies for using visual information to decode
- First and Second grade sight words
- Consonant digraphs/Consonant blends
- Short and long sounds associated with each vowel (may refer to alphabet chart)
- Some common vowel teams (may refer to alphabet chart)
- Use visual information to break apart words
- Identify inflected endings and use them to break apart words
- Identify vowel sounds and apply knowledge to break apart words
- Solve by analogy

### **Fluency**

- Read like a teacher
- Reread to build fluency

### **Writing**

#### *First Grade*

- Generate ideas, plan, and begin to write All-About Books
- Write books that really teach
- Be brave to spell fancy words

- Add an introduction and a conclusion
- Revise, edit, and publish an All-About

### *Second Grade*

- State opinions about books through letter writing
- Plan through partner talk
- Make opinions stronger
- Self-assess writing and set goals
- Write about multiple opinions
- Include text evidence
- Make letters easier to read
- Celebrate letter-writing
- Write nominations
- Use direct quotes
- Make comparisons
- Use punctuation in appropriate ways
- Write introductions and conclusions
- Self-assess writing and set new goals
- Revise and edit writing

### **Math**

#### *First Grade*

- Place Value Comparisons

#### *Second Grade*

- Place Value and Measurement
- Addition/Subtraction

### **Science**

#### *First Grade*

- Animal Intro



*Second Grade*

- Matter and Interactions

**Social Studies**

*First Grade*

- *Needs vs. Wants*

*Second Grade*

- Distinguish between goods and services
- Describe ways in which families consume goods and services
- Differentiate between needs and wants
- Identify the types of transportation used to move goods and people.
- Identify various jobs and explain how workers in these jobs receive income for their work.

**Assessments**

- WIDA ACCESS for ELLs
- WIDA Kindergarten Model
- Concepts about Print assessment should be done with all students to get baseline data.
- Letter Identification assessment should be done with all students to get baseline data.
- DRA
- Sight word assessment
- Anecdotal notes from reading and math conferences
- Anecdotal notes from small group instruction of foundational reading skills and math skills
- Add published piece to students' writing portfolio

## Grades 1-2

**Unit Name:** *Unit 4: Making Changes Past and Present  
Animals and Their Habitats*

**Duration:** March/April

### **Enduring Understandings:**

- Students will explore animals and their place in the community as the students communicate in English, developing skills and strategies across English modalities.
- Demonstrate knowledge and understanding that all organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air.
- Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.
- Demonstrate knowledge and understanding that animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs
- Good readers are consistently monitoring their understanding of what they read and have strategies to fix themselves when meaning breaks down.
- Good readers have strategies for retelling what they have read.
- Good readers have strategies to help them read with fluency.
- Good writers often share their opinions and ideas about something they've seen, done, or experienced.
- Good writers try to convince others to share their ideas and beliefs by supporting their opinions.
- Readers gather information about a topic by studying books on the topic to compare, contrast and synthesize their own ideas.
- Writers can write like a scientist by asking clear questions and writing up results qualitatively and quantitatively.

### **ESL Essential Questions-**

- *How do students describe animals and their place in the community?*
- *How do students exchange information about about details of a story involving animals or the environment?*
- *How do students describe habitats and locations?*

### **Mainstream Classroom Incorporation-**

#### *First Grade-*

- *How do I read with more fluency and understanding?*
- *How can I begin to make judgements and give opinions to review things, including books?*

#### *Second Grade-*

	<ul style="list-style-type: none"> <li>• How can I gather information about a topic that interests me, comparing, contrasting, and synthesizing my own</li> <li>• How can I live and write like a scientist, questioning, testing, and interpreting the results I discover?</li> <li>• ideas and those of others (authors and people in my club), so that my club and I can develop new ideas?</li> </ul>
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<p style="text-align: center;"><b>Materials</b></p> <p style="text-align: center;"><i>Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.</i></p>		
<p style="text-align: center;"><b>Teacher Texts</b></p>	<p style="text-align: center;"><b>Mentor Texts</b></p>	<p style="text-align: center;"><b>Supplemental</b></p>
<p><i>Reading-</i></p> <p><i>First Grade-</i></p> <ul style="list-style-type: none"> <li>• <i>Readers Have Big Jobs to Do Grade 1 Book 3</i> by Lucy Calkins, Elizabeth Dunford Franco, Havilah Jespersen &amp; Lindsay Barton (from the Units of Study for Teaching Reading)</li> <li>• <i>Meeting Characters and Learning Lessons Grade 1 Book 4</i> by Lucy Calkins &amp; Elizabeth Dunford Franco (from the Units of Study for Teaching Reading) <b>*Bend 1 only</b></li> </ul>	<p><i>Reading-</i></p> <p><i>First Grade-</i></p> <ul style="list-style-type: none"> <li>• <b><i>The Dinosaur Chase</i></b> by Hugh Price</li> <li>• <b><i>Zelda and Ivy: The Runaways</i></b> by Laura McGee Kvasnosky</li> <li>• <b><i>Tumbleweed Stew</i></b> by Susan Stevens Crummel</li> <li>• <b><i>Frog and Toad Are Friends</i></b> by Arnold Lobel</li> <li>• <b><i>Iris and Walter and the Field Trip</i></b> by Elissa Haden Guest</li> <li>• <b><i>The Ghost-Eye Tree</i></b> by Bill Martin Jr.</li> <li>• <b><i>Off We Go!</i></b> by Jane Yolen</li> </ul> <p><i>Second Grade-</i></p>	<ul style="list-style-type: none"> <li>• Alphabet linking chart</li> <li>• consonant/blend chart</li> <li>• Personal word wall</li> <li>• Book bag</li> <li>• Reading goal card</li> <li>• Reading mat</li> <li>• Mini anchor charts for desks</li> <li>• Post it notes</li> <li>• Wordless books</li> <li>• Bilingual dictionary</li> </ul>

- *The Reading Strategies Book* by Jennifer Serravallo
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston
- **\*For word study instruction**
- *Phonics Lessons for Grade One* (red binder and teacher manual) by Fountas and Pinnell **\*to supplement word study instruction**

### Second Grade

- *Becoming Experts* by Amanda Hartman, Celena Dangler Larkey & Lindsay Wilkes (from the Units of Study for Teaching Reading)
- *If... Then... Curriculum Assessment Based Instruction* by Lucy Calkins & Elizabeth Moore (from the Units of Study for Teaching Reading)  
\*pages 91-117 *Reading Nonfiction Cover to Cover: Nonfiction Book Clubs*
- *The Reading Strategies Book* by Jennifer Serravallo

- Teacher Mentor Text Set: create a text set of books on a topic related to Earth systems (i.e. earthquakes, volcanoes, glaciers, erosion, etc.) This set should be used as read aloud materials and models for mini-lessons.
- ***Tigers*** by Laura Marsh
- ***Amazing Animals: Tigers*** by Valerie Bodden

### Writing- First Grade

- ***Earrings*** by Judith Viorst
- ***A Pet for Petunia*** by Paul Schmid
- the ***Pigeon*** books by Mo Willems
- ***I am Invited to a Party*** by Mo Willems (or another favorite read-aloud to use for review)
- **Pebble Go**: “Arugments and Opinions” <https://www.pebblego.com/modules/2/categories/2983/articles/2191> (Shared Reading); can be used in Bend One to kick off concept of an opinion

### Second Grade

- Mentor texts of your choice (i.e. ***Incredible Cross-Sections*** by Stephen Biesty or ***Growing Frogs*** by Vivian French)

- Pebblego
- Reading AZ
- RAZ Kids
- Brainpop ESL
- Brainpop Jr
- Storylineonline
- Learning Ally

- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston  
**\*For word study instruction**
- *Phonics Lessons for Grade Two* (purple binder and teacher manual) by Fountas and Pinnell **\*to supplement word study instruction**

*Writing*

First Grade-

- *Writing Reviews* by Lucy Calkins, Elizabeth Dunford & Celena Dangler Larkey (from the Units of Study in Opinion, Information, and Narrative Writing)
- ***The Writing Strategies Book*** by Jennifer Serravallo

Second Grade

- ***The How-To Guide for Nonfiction Writing If/ Then for Grade 2*** by Lucy Calkins, Valerie Geschwind & Jennifer DeSutter (from the TC Units of Study for Teaching Writing) **(BEND 3 only)**
- ***Lab Reports and Science Books Grade 2 Book 2*** by Lucy Calkins,

<p>Lauren Kolbeck &amp; Monique Knight (from the TC Units of Study for Teaching Writing)</p> <ul style="list-style-type: none"> <li>• <b><i>The Writing Strategies Book</i></b> by Jennifer Serravallo</li> </ul>		
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<b>Standards</b>
<p><b>WIDA Standards:</b>  <b>English Language Proficiency Standard 1</b>  English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language  <b>English Language Proficiency Standard 2</b>  English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p><b>NJSLS English Language Arts Standards</b></p> <p><b><i>Progress Indicators for Reading Literature Text</i></b>  <b><i>Key Ideas and Details</i></b>  RL.1.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).  RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  RL.1.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).  RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.  RL.1.3. With prompting and support, identify characters, settings, and major events in a story.</p>

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

*Craft and Structure*

RL.1.4. Ask and answer questions about unknown words in a text.

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.

RL.1.5. Recognize common types of texts (e.g., storybooks, poems).

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.1.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.

***Progress Indicators for Reading Foundation Skills***

*Print Concepts*

RF.K.1. Demonstrate understanding of the organization and basic features of print.

*Phonological Awareness*

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

*Phonics and Word Recognition*

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

*Fluency*

RF.1.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

***Progress Indicators for Writing***

*Text Types and Purposes*

W.1.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My

favorite book is...).

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.

W.1.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.1.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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.

### ***Progress Indicators for Speaking and Listening***

#### ***Comprehension and Collaboration***

SL.1.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.1.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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.

#### ***Presentation of Knowledge and Ideas***

SL.1.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.1.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.



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.

SL1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

***Progress Indicators for Language***

*Conventions of Standard English*

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*Vocabulary Acquisition and Use*

L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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).

***Career Ready Practices***

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

**Unit 4 Focus**

**Student Outcomes**

### **ESL Goals-**

- I can exchange information about animal habits and routines.
- I can ask and answer questions about animals.
- I can compare and contrast animals.
- I can describe settings.
- I can identify animal babies.
- I can retell facts from text
- I can describe animals
- I can exchange information about retelling story details
- Speaking and listening skills

### **Reading Readiness Goals**

- Strategies for working collaboratively
- Qualities for good partnerships
- Monitor reading

### **Comprehension Goals**

#### *First Grade*

- Strategies for retelling simple stories
- Retell key events in sequence
- Strategies for figuring out the meaning of tricky words.
- Strategies for monitoring for meaning
- Strategies for making predictions
- Purposes for rereading

#### *Second Grade*

- How to conduct research
- Strategies for finding similarities across books
- Strategies for retelling topics vs just one book
- Previously taught nonfiction reading strategies
- Ways to monitor for meaning while reading NF

- Nonfiction text structures
- Strategies for talking about your topic with a research club
- Strategies for planning out research
- Strategies for note-taking
- Strategies for organizing information
- Strategies for decision making and compromise

### **Decoding and Word Recognition Goals**

- Attempt to decode unknown words
- Fix up reading
- Strategies for using meaning to decode
- Strategies for using structure to decode
- Strategies for using visual information to decode
- First and Second grade sight words
- Consonant digraphs/Consonant blends
- Short and long sounds associated with each vowel (may refer to alphabet chart)
- Some common vowel teams (may refer to alphabet chart)
- Use visual information to break apart words
- Identify inflected endings and use them to break apart words
- Identify vowel sounds and apply knowledge to break apart words
- Solve by analogy

### **Fluency**

- Strategies for reading with proper rate and phrasing
- Rules for reading punctuation

### **Writing**

#### *First Grade*

- Strategies for forming opinions
- Strategies for goal-setting
- Elaboration techniques such as use of counter-arguments and expert testimonials

- Strategies for editing
- How to get ideas from a mentor text
- Strategies for developing leads and conclusions

*Second Grade-*

- Content from science unit
- Strategies for elaboration in informational writing
- Strategies for grammar and conventions in order to make informational writing easier to read
- Informational text features and text structures to be used to share information
- Strategies for writing nonfiction chapter books, stories that teach (narrative nonfiction), how to books, and question-and-answer format books

**Math**

- Subtraction Strategies
- Attributes of Shapes
- Whole Number Operations and Number Stories

**Science**

*First Grade*

- Animals and Their Habitat

*Second Grade*

- Earth Systems

**Social Studies**

- Economics
- Definition of good, services, consume
- Explain scarcity and its impact on goods
- The basic goods and services a family needs are food, shelter, clothing, and jobs.
  - Needs are items that all families have to survive such as shelter, food, and clothing.
  - A "want" is something that would be nice to have but is not necessary for survival.
- People use a variety of transportation by air, land, and sea to transport goods and services.
  - There are manmade and natural resources.

- Technology and inventions play an important role on how people use the environment.

### **Assessments**

- WIDA ACCESS for ELLs
- WIDA Kindergarten Model
- Concepts about Print assessment should be done with all students to get baseline data.
- Letter Identification assessment should be done with all students to get baseline data.
- DRA
- Sight word assessment
- Anecdotal notes from reading and math conferences
- Anecdotal notes from small group instruction of foundational reading skills and math skills
- Add published piece to students' writing portfolio

## Grades 1-2

**Unit Name:** *Unit 5: US Landmarks and Symbols*

**Duration:** May

### **Enduring Understandings:**

- Students will explore learning about our country's history and present as they develop skills and strategies across English modalities.
- Good readers get to know the characters in their books.
- Good readers look for clues that tell them how the character is feeling at different points in the story.
- Good readers notice when the characters learn a lesson.
- Good writers of realistic fiction create believable characters, settings, and problems.
- Good writers of realistic fiction use previously taught narrative writing techniques to make their stories even better
- Readers can identify and use strategies for reading with fluency, expression, proper phrasing and rate.
- Literary language can add meaning to a story in an exciting way.
- Writers can write like a poet to express ideas using language and craft.

### **ESL Essential Questions-**

- *How do you answer questions about the past?*
- *How do describe past events?*
- *How do students use past and simple past?*
- *How do students use key vocabulary to discuss Our Country?*
- *How do students understand the contributions of past and present American heroes?*

### **Mainstream Classroom Incorporation-**

#### *First Grade-*

- How can I use the pictures and the words in my books to learning important information about my character?
- How can I be on the lookout for ways the character changes? Can I sometimes notice that when they change, it might be because they have learned a lesson?
- How could I write realistic fiction?

#### *Second Grade-*

- *How can I read fluently, with appropriate phrasing and expression, to meet the challenges of complex texts?*
- *How does literary language add to a story and what does it mean?*

- How can I live like a poet, writing to express my ideas using all I know about language and craft?

### Materials

*Most materials are materials that are being used in the mainstream classroom. Use materials based on ESL level.*

Teacher Texts	Mentor Texts	Supplemental
<p><i>Reading</i></p> <p><i>First Grade</i></p> <ul style="list-style-type: none"> <li>• <b>Readers Get to Know Characters By Performing Their Books</b> from the <i>If Then/ Curriculum Guide for Grades K-2</i> by Lucy Calkins and Elizabeth Moore (<b>Bend 1 only</b>)</li> <li>• <b>Meeting Characters and Learning Lessons Grade 1 Book 4</b> by Lucy Calkins &amp; Elizabeth Dunford Franco (from the Units of Study for Teaching Reading) (<b>Bends 2 and 3</b>)</li> <li>• <i>The Reading Strategies Book</i> by Jennifer Serravallo</li> <li>• <i>Words Their Way</i> by Bear, Invernizzi, Templeton &amp; Johnston <b>*For word study instruction</b></li> </ul>	<p><i>First Grade</i></p> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• <b>Mr. Putter and Tabby Drop the Ball</b> by Cynthia Rylant (or another text that highlights a strong character)</li> <li>• <b>Poppleton</b> by Cynthia Rylant</li> <li>• <b>Pancakes for Breakfast</b> by Tomie dePaola</li> <li>• <b>Upstairs Mouse, Downstairs Mole</b> by Wong Herbert Yee</li> <li>• <b>George and Martha One More Time</b> by James Marshall</li> <li>• Any <b>Elephant and Piggy</b> book by Mo Willems (i.e. <i>Are You Ready to Play Outside?</i>)</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• <b>Henry and Mudge: The First Book</b> by Cynthia Rylant</li> <li>• <b>Henry and Mudge and the Happy Cat</b> by Cynthia Rylant</li> </ul> <p><i>Second Grade</i></p>	<ul style="list-style-type: none"> <li>• Alphabet linking chart</li> <li>• consonant/blend chart</li> <li>• Personal word wall</li> <li>• Book bag</li> <li>• Reading goal card</li> <li>• Reading mat</li> <li>• Mini anchor charts for desks</li> <li>• Post it notes</li> <li>• Wordless books</li> <li>• Bilingual dictionary</li> <li>• Pebblego</li> <li>• Reading AZ</li> <li>• RAZ Kids</li> <li>• Brainpop ESL</li> <li>• Brainpop Jr</li> <li>• Storylineonline</li> <li>• Learning Ally</li> </ul>

- *Phonics Lessons for Grade One* (red binder and teacher manual) by Fountas and Pinnell **\*to supplement word study instruction**

*Writing-*

- *From Scenes to Series* by Lucy Calkins, Mary Ehrenworth & Christine Holley (from the Units of Study in Opinion, Information, and Narrative Writing)
- *The Writing Strategies Book* by Jennifer Serravallo

*Second Grade-*

*Reading*

- *Bigger Books Mean Amping Up Reading Power* by Lucy Calkins, Lauren Kolbeck & Brianna Parlitsis (from the Units of Study for Teaching Reading)
- *The Reading Strategies Book* by Jennifer Serravallo
- *Words Their Way* by Bear, Invernizzi, Templeton & Johnston **\*For word study instruction**

*Reading*

- *Owl Moon* by Jane Yolen
- *Happy Like Soccer* by Maribeth Boelts
- *Minnie and Moo Go Dancing* by Denys Cazet
- *Houndsley and Catina* by James Howe
- *Come on, Rain!* by Karen Hesse
- *When Sophie Gets Angry* by Molly Bang
- examples from texts (books or poems) that use figurative language (i.e. *Amelia Bedelia Goes Camping* by Peggy Parish; *The King who Rained* by Fred Gwynne; *Ruthie and the Not So Teeny Tiny Lie* by Laura Rankin)

*Writing*

- *Old Elm Speaks: Tree Poems* by Kristine George
- Most of these poems can be found on the CD-ROM resources from Units of Study in Opinion, Informational, and Narrative Writing. Other poems can be found at <http://www.poemfarm.amylv.com/>
- Poem: "Pencil Sharpener"
- Poem: "Ceiling"
- Poem: "Aquarium" by Valerie Worth (to be read prior to Session 2's mini-lesson)
- Poem: "Between Two Trees" by Kristine O'Connell George



<ul style="list-style-type: none"> <li>● <i>Phonics Lessons for Grade Two</i> (purple binder and teacher manual) by Fountas and Pinnell <b>*to supplement word study instruction</b></li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>● <b><i>Poetry Grade 2 Book 4</i></b> by Lucy Calkins, Stephanie Parsons &amp; Amy Ludwig Vanderwater (from the TC Units of Study in Opinion, Information, and Narrative Writing)</li> <li>● <b><i>The Writing Strategies Book</i></b> by Jennifer Serravallo</li> </ul>	<ul style="list-style-type: none"> <li>● Poem: “Valentine for Ernest Mann” by Naomi Nye</li> <li>● Poem: “Lullaby” by Kristine O’Connell George</li> <li>● Poem: “Go Wind” by Lilian Moore</li> <li>● Poem: “Way Down in the Music” by Eloise Greenfield</li> <li>● Poem: “Poem” by Langston Hughes</li> <li>● Poem: “Inside My Heart” by Zoe Ryder White</li> <li>● Poem: “Maples in October” by Amy Ludwig VanDerwater</li> <li>● Poem: “Waiting Room Fish” by Amy Ludwig VanDerwater</li> </ul>	
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<b>Standards</b>
<p><b>WIDA Standards:</b></p> <p><b>English Language Proficiency Standard 1</b> English language learners communicate for Social and Instructional purposes within the school setting Social and Instructional language</p> <p><b>English Language Proficiency Standard 2</b> English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</p>
<p><b>NJSLS English Language Arts Standards</b></p> <p><b><i>Progress Indicators for Reading Literature Text</i></b> <i>Key Ideas and Details</i></p> <p>RL.1.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where,</p>

when, why, how).

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.1.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.1.3. With prompting and support, identify characters, settings, and major events in a story.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

#### *Craft and Structure*

RL.1.4. Ask and answer questions about unknown words in a text.

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.

RL.1.5. Recognize common types of texts (e.g., storybooks, poems).

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.1.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

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.

### ***Progress Indicators for Reading Foundation Skills***

#### *Print Concepts*

RF.K.1. Demonstrate understanding of the organization and basic features of print.

#### *Phonological Awareness*

RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

#### *Phonics and Word Recognition*

RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

### *Fluency*

RF.1.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.

RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

### ***Progress Indicators for Writing***

#### *Text Types and Purposes*

W.1.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

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.

W.1.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.1.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

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.

### ***Progress Indicators for Speaking and Listening***

#### *Comprehension and Collaboration*

SL.1.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

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.

SL1.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.1.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

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.

#### *Presentation of Knowledge and Ideas*

SL.1.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.1.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

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.

SL1.6. Speak audibly and express thoughts, feelings, and ideas clearly.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

#### ***Progress Indicators for Language***

##### *Conventions of Standard English*

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### *Vocabulary Acquisition and Use*

L.1.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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).

#### ***Career Ready Practices***

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.  
CRP6. Demonstrate creativity and innovation.

## Unit 5 Focus

### Student Outcomes

#### **ESL Goals-**

- I can exchange information about US landmarks & symbols.
- I can ask and answer questions about immigration experiences and stories.
- I can compare different US heroes.
- I can describe diverse story settings.
- I can identify changes in our country, comparing past people and events to present ones.
- I can retell facts from text

#### **Reading Readiness Goals**

- 1:1 match
- Concepts about Print

#### **Comprehension Goals**

##### *First Grade*

- Strategies for getting to know characters in books
- Strategies for understanding character's feelings in different parts of a text
- Strategies for interpreting the big idea, or lesson, of a story
- Strategies for comparing and contrasting books

##### *Second Grade*

- Strategies for working collaboratively with partners
- Types of literary language
- Strategies to uncover the meaning of literary language

- Strategies for keeping track of longer stories
- Strategies for accumulating text and synthesizing longer stories
- Strategies for writing about reading
- Strategies for working with partners in same-book partnerships
- How to use anchor charts to self-assess reading
- Strategies for working as a club member

### **Decoding and Word Recognition Goals**

- Attempt to decode unknown words
- Fix up reading
- Strategies for using meaning to decode
- Strategies for using structure to decode
- Strategies for using visual information to decode
- First and Second grade sight words
- Consonant digraphs/Consonant blends
- Short and long sounds associated with each vowel (may refer to alphabet chart)
- Some common vowel teams (may refer to alphabet chart)
- Use visual information to break apart words
- Identify inflected endings and use them to break apart words
- Identify vowel sounds and apply knowledge to break apart words
- Solve by analogy

### **Fluency**

- Strategies for reading with proper rate and phrasing
- Rules for reading punctuation

### **Writing**

#### *First Grade*

- Strategies for getting ideas and planning out realistic fiction stories
- Strategies for elaborating realistic fiction (such as patterns and show not tell)

#### *Second Grade-*

- The difference between looking at something as a scientist versus a poet
- Strategies for generating topics for poetry
- Spelling strategies
- Strategies to make meaning in poetry
- Ways to use comparisons to make poetry more powerful
- Different structures for poetry
- Revision strategies
- Editing strategies
- Ways that writers use technology

### **Math**

- Geometry/Arrays
- Two Digit Subtraction and Addition

### **Science**

*First Grade- Waves*

*Second Grade- Ecosystems*

### **Social Studies**

- Maps and Geographic Tools
- Places in the World

## **Assessments**

- WIDA ACCESS for ELLs
- Concepts about Print assessment should be done with all students to get baseline data.
- Letter Identification assessment should be done with all students to get baseline data.
- DRA
- Sight word assessment
- Anecdotal notes from reading and math conferences
- Anecdotal notes from small group instruction of foundational reading skills and math skills
- Add published piece to students' writing portfolio

