

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster : Grade 2		Unit # 1
Content Area: Language Arts		
Unit Title: Best Buddies		Program Design: 30-45 minute class period
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf		
Unit Summary : In the unit, “Best Buddies” students investigate and discover how living things depend on each other. Students will identify the basic needs of animals as they relate to their own experiences. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: reading fictional literature and magazine articles, graphing, singing chants and songs, and using websites. Interdisciplinary Connections: Language Arts, Science, Social Studies, math 21st Century Themes: Global Awareness and Digital Literacy		
Unit Rationale: Developing language to communicate how to express needs and wants. Language will be taught in the context as students develop linguistic complexity, social and academic vocabulary and language control.		
Learning Targets		
WIDA	English Language Development Standards	
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.	
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .	
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .	
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .	
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standards: English Language Arts Standards	
RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings,	

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.8	Describe how reasons support specific points the author makes in a text.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. b. Know spelling-sound correspondences for additional common vowel teams. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>)
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., <i>When other kids are happy that makes me happy</i>).

Unit Essential Question

What language do students need in order to demonstrate comprehension and engage in the topic of how living things depend on each other?

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the required specific academic language.

Evidence of Learning

Summative Assessment:

Unit 1

Performance-Based Assessment:

Students will create a concept map about ways living things depend on one another, with audio support and present to peers.

Equipment needed: Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera

Teacher Resources: Teacher designed rubric.

Unit Learning Targets:

- Students will make a concept map of an animal.
- Create a story elements chart with Characters, Setting, Plot and present to their peers.
- Create an illustrated booklet on animals and their basic needs, and how it relates to real-life. Using digital media, students will present their projects to the class.

Lesson	Timeframe
Lesson 1 Go to Sleep, Gecko!	4-5 days
Lesson 2 Enric Sala Marine Ecologist	4-5 days
Lesson 3 Odd Couples	4-5 days
Lesson 4 Working Together	4-5 days

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding.
Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

Curriculum Development Resources:

Click the links below to access additional resources.

WIDA Standards www.wida.us

NJCCCS/CC Standards www.13.state.nj.us/NJCCCS

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster : Grade 2 Unit # 2	
Content Area: Language Arts	
Unit Title: Better Together	Program Design: 30-45 minute class period
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf	
Unit Summary : In the unit, “Better Together” students investigate and discover the characteristics of cooperation and working for the common good, expressing needs and wants, ideas, opinions, and our responsibility to each other as they relate to their own experiences. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: reading fictional literature and magazine articles, graphing, singing chants and songs, and using websites.	
Interdisciplinary Connections: Language Arts, Science, Social Studies, math 21st Century Themes: Global Awareness and Digital Literacy	
Unit Rationale: Developing language to communicate how to express needs and wants. Language will be taught in the context as students develop linguistic complexity, social and academic vocabulary and language control.	
Learning Targets	
WIDA	English Language Development Standards
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
CCSS	Common Core State Standards: English Language Arts Standards
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.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.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	scaffolding as needed at the high end of the range.
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>)
L.2.6	Use words and phrases acquired through conversations, reading and being

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of how people cooperate and work together for the common good?		Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the required specific academic language.
Evidence of Learning		
Summative Assessment: Unit 2 Equipment needed: Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera Teacher Resources: Teacher designed rubric.		
	Lesson	Timeframe
	Lesson 1 Domino Soup	4-5 days
	Lesson 2 Stone Soup	4-5 days
	Lesson 3 In a Mountain Village	4-5 days
	Lesson 4 Mi Barrio	4-5 days
Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.		
Curriculum Development Resources: Click the links below to access additional resources. WIDA Standards www.wida.us NJCCCS/CC Standards www.13.state.nj.us/NJCCCS		

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster : Grade 2		Unit # 3
Content Area: Language Arts		
Unit Title: Hello, Neighbor		Program Design: 30-45 minute class period
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf		
Unit Summary : In this unit, "Hello, Neighbor" students will investigate and discover the characteristics of a community. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: reading fictional literature and magazine articles, graphing, singing chants and songs, and using websites. Interdisciplinary Connections: Language Arts, Science, Social Studies, math 21st Century Themes: Global Awareness and Digital Literacy		
Unit Rationale: Developing language to . Language will be taught in the context as students develop linguistic complexity, social and academic vocabulary and language control.		
Learning Targets		
WIDA	English Language Development Standards	
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.	
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .	
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .	
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .	
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standards: English Language Arts Standards	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.2.2	Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or	

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. f. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
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. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
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.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	a. Use sentence-level context as a clue to the meaning of a word or phrase.		
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).		
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., <i>When other kids are happy that makes me happy</i>).		
<table border="1"> <tr> <td> Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of community? </td><td> Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the required specific academic language. </td></tr> </table>		Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of community?	Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the required specific academic language.
Unit Essential Question What language do students need in order to demonstrate comprehension and engage in the topic of community?	Unit Enduring Understandings <ul style="list-style-type: none"> Listening, speaking, reading, and writing about the required specific academic language. 		
Evidence of Learning			
Summative Assessment: Unit 3 Equipment needed: Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera Teacher Resources: Teacher designed rubric.			
Lesson	Timeframe		
Lesson 1 Qunito's Neighborhood	4-5 days		
Lesson 2 Working Her Way Around the World	4-5 days		
Lesson 3 Be My Neighbor	4-5 days		
Lesson 4 My Favorite Place	4-5 days		
Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.			
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Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster : Grade 2		Unit # 4
Content Area: Language Arts		
Unit Title: Lend A Hand		Program Design: 30-45 minute class period
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf		
Unit Summary : <p>In this unit, “Lend a Hand” students discover the characteristics of good citizenship and making a difference. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: reading fictional literature and magazine articles, graphing, singing chants and songs, and using websites.</p> <p>Interdisciplinary Connections: Language Arts, Science, Social Studies, math</p> <p>21st Century Themes: Global Awareness and Digital Literacy</p>		
Unit Rationale: <p>Developing language to . Language will be taught in the context as students develop linguistic complexity, social and academic vocabulary and language control.</p>		
Learning Targets		
WIDA	English Language Development Standards	
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.	
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .	
ELD Standard 3	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Mathematics .	
ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .	
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standards: English Language Arts Standards	
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	
RL.2.3	Describe how characters in a story respond to major events and challenges.	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or	

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
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.
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.3	Use knowledge of language and its conventions when writing, speaking,

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

	reading, or listening.
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).
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., <i>When other kids are happy that makes me happy</i>).

Unit Essential Question

What language do students need in order to demonstrate comprehension and engage in the topic of citizenship?

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the required specific academic language.

Evidence of Learning

Summative Assessment:

Unit 4

Equipment needed: Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera

Teacher Resources: Teacher designed rubric.

Lesson	Timeframe
Lesson 1 Aesop's Fables	4-5 days
Lesson 2 Wisdom of the Ages	4-5 days
Lesson 3 Giving Back	4-5 days
Lesson 4 Iraqi Children Get Wheelchairs-and Big Smiles	4-5 days

Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.

Curriculum Development Resources:

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Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Bridgeton Public Schools

ESL Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Grade level Cluster : Grade 2		Unit # 5
Content Area: Language Arts		
Unit Title: Water for Everyone		Program Design: 30-45 minute class period
Target Proficiency Level: Level 1 Entering to Level 5 Bridging http://www.wida.us/standards/perfdefs.pdf		
Unit Summary : <p>In this unit, “Water for Everyone”, students will develop an awareness of how water impacts society globally and in their individual communities. They will strengthen their linguistic complexity, vocabulary usage, and language control through activities such as: reading fictional literature and magazine articles, graphing, singing chants and songs, and using websites.</p> <p>Interdisciplinary Connections: Language Arts, Science, Social Studies, math</p> <p>21st Century Themes: Global Awareness and Digital Literacy</p>		
Unit Rationale: <p>Developing language of how water impacts our lives . Language will be taught in the context as students develop linguistic complexity, social and academic vocabulary and language control.</p>		
Learning Targets		
WIDA	English Language Development Standards	
ELD Standard 1	English language students (ELLs) communicate for Social and Instructional purposes within the school setting.	
ELD Standard 2	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Language Arts .	
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ELD Standard 4	ELLs communicate information, ideas and concepts necessary for academic success in the content area of Science .	
ELD Standard 5	ELLs communication information, ideas and concepts necessary for academic success in the content area of Social Studies .	
Language Domains	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing	
CCSS	Common Core State Standards: English Language Arts Standards	
RL.2.3	Describe how characters in a story respond to major events and challenges.	
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	
RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	
RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of	

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	specific paragraphs within the text.
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .
RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
SL.2.1	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. c. Ask for clarification and further explanation as needed about the topics and texts under discussion.
SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings
L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas in greetings and closings of letters. e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).
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., <i>When other kids are happy that makes me happy</i>).

Unit Essential Question

What language do students need in order to demonstrate comprehension and engage in the topic of water as a natural resource?

Unit Enduring Understandings

- Listening, speaking, reading, and writing about the required specific academic language.

Evidence of Learning

Summative Assessment:

Unit 5

Equipment needed: Computers (with multi-media production tools such as Photo Story or Power Point, headphones, and microphones) and digital camera

Teacher Resources: Teacher designed rubric.

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Lesson	Timeframe
Lesson 1 Frog Brings Rain	4-5 days
Lesson 2 Make Rain	4-5 days
Lesson 3 Play Pumps: Turning Work into Play	4-5 days
Lesson 4 The Mighty Colorado	4-5 days
Teacher Note: These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts. Please note that lessons are developed with goals/objectives for students who are at Level 5– Expanding. Goals/Objectives for students at the other levels of language proficiency are listed in the Differentiation Box.	
Curriculum Development Resources: Click the links below to access additional resources. WIDA Standards www.wida.us NJCCCS/CC Standards www.13.state.nj.us/NJCCCS	