Little Egg Harbor School District Curriculum Guide

English as a Second Language (ESL): Second and Third Grade

Created By: Lynn Cruse, Sunday D'Arcangelo, and Nicole Rendzia

Director of Curriculum & Instruction: Melissa Gallagher

Supervisor of Federal Programs: Rachel Harper

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Grade: Second and Third	**Content Area:** English as a Second Language

ESL K-6 LITTLE EGG HARBOR SCHOOL DISTRICT

New Jersey's English Language Development Standards, the WIDA Standards, address the knowledge and skills needed by Multilingual Learners MLs in grades pre-k through 12 to succeed linguistically and in academic content areas. They reflect the social and academic language expectations of MLs in grades PreK-12. These standards were adopted by New Jersey in order to meet the requirements of the federal No Child Left Behind Act (Title III), which states that MLs must meet the same challenging standards that all students are expected to meet. These standards integrate both language and academic content in four language domains – listening, speaking, reading, and writing. They are divided into five grade level clusters (K, 1, 2-3, 4-5, 6) and five English language proficiency levels with both formative and summative frameworks. This ESL Curriculum reflects the full implementation of the New Jersey Student Learning Standards and WIDA Standards in English as a Second Language. These standards, which are aligned to the ACCESS for ELLs proficiency test, (required by Title III), can be accessed at: WIDA Main Portal.

Recommended Pacing Guide	
Unit One: Our Community	September - October approximately 45 days
Unit Two: Natural Resources	November - January approximately 45 days
Unit Three: Planning Ahead	February - March approximately 45 days
Unit Four: Cultures	April - June approximately 45 days

Unit 1: Our Community	**Duration:** 45 days

WIDA English Language Proficiency Standards
The WIDA English Language Proficiency (ELD) Standards
• **ELD St. 1:** English language learners communicate for Social and Instructional purposes within the school setting.
• **ELD St. 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
• **ELD St. 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Language Expectations by Key Language Use and Communication Mode

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(adjusted for proficiency level)
• **PLD.2-3.INT.Dis-Org.PL3** Understand how coherent texts *(spoken, written, multimodal)* are created to meet a purpose *(to inform, narrate, argue or explain)* in a series of extended sentences
• **PLD.2-3.INT.Dis-Coh.PL3** Understand how ideas are connected across a whole text through a few different types of cohesive devices *(pronoun referencing, etc.)*
• **PLD.2-3.INT.Dis-Den.PL3** Understand how ideas are elaborated or condensed through expanded noun groups with classifiers *(tree frogs and poison frogs)*
• **PLD.2-3.INT.Sent-GC.PL3** Understand how meanings are extended or enhanced through related simple sentences *(They look like plants. They stick to rocks and coral.)*
• **PLD.2-3.INT.WP-Prec.PL3** Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through an increasing number of words and phrases *(my favorite characters in this story)*
• **PLD.2-3.EXP.Dis-Org.PL3** Create coherent texts *(spoken, written, multimodal)* using sentences convey intended purpose with emerging organization *(topic sentence, supporting details)*
• **PLD.2-3.EXP.Dis-Coh.PL3** Connect ideas across a whole text through some formulaic cohesive devices *(pronoun referencing)*
• **PLD.2-3.EXP.Dis-Den.PL3** Elaborate or condense ideas through some types of elaboration *(adding a newly learned adjective to a noun)*
• **PLD.2-3.EXP.Sent**-GC.PL3 Extend or enhance meanings through simple sentences *(A square has 4 right angles.)*
• **PLD.2-3.EXP.WP-Prec.PL3** Create precise meanings through everyday, cross-disciplinary, and disciplinary language with a small repertoire of words and phrases with developing precision *(best friend, the red ball)*

Interdisciplinary Connections
Language Arts Standards
• **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. • **SL.PE.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.ES.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.
Social Studies

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- **6.1.2.CivicsPR3:** Analyze classroom rules and outlines and describe how they are designed to benefit the common good

Computer Science and Design Thinking
• **8.2.2.ED.1**: Communicate the function of a product or device. • **8.2.2.ED.2**: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Career Readiness, Life Literacies, and Key Skills
• **9.1.2.CR.1**: Recognize ways to volunteer in the classroom, school and community • **9.1.2.CAP.1**: Make a list of different types of jobs and describe the skills associated with each job. • **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives. • **9.4.2.CT.3**: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). • **9.4.2.DC.6**: Identify respectful and responsible ways to communicate in digital environments. • **9.4.2.IML.2**: Represent data in a visual format to tell a story about the data.

Evidence of Student Learning	
Formative Tasks: • Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures • Teacher observations • Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists • Progress Monitoring	**Alternative Assessments:** • Recite songs and chants • Rubric • Presentations • Journal entries • Projects • Writing samples
Summative Assessments: • Unit Tests • Sequential Language Story SUmmaries • Student Performance Checklist • Vocabulary Assessments • Projects • Writing Samples	**Benchmark Assessments:** • Unit Tests • Progress Reports

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Knowledge & Skills	
Enduring Understandings: ● Engage in ample oral discussion to elicit funds of knowledge. ● Utilize a variety of graphic organizers to demonstrate their understanding and areas of strength. ● Leverage students' full linguistic repertoires. ● Allow student curiosity to shape discussion and inquiry.	**Essential Questions:** ● What is a community? ● Who are community workers? ● What places and events are in a community? ● How can we work together? ● What makes a community special?
Learning Objectives	
Learning Objectives ● Students will analyze literary elements: character. ● Students will develop phonological awareness: distinguish beginning sounds. ● Students will acquire and use grade-level vocabulary and academic vocabulary. ● Students will develop teamwork strategies in relation to personal experiences.	

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: ● Use multiple means to engage, interpret, represent, and express ideas in the classroom. ● Identify and explicitly teach language with a focus on making meaning. ● Provide opportunities for students to analyze how different language resources can be used in different contexts, for different purposes, and with different audiences. ● Provide opportunities for students to be playful and exploratory with language while engaging in dynamic and authentic meaning making. ● Heggerty ● Fundations ● Reach - National Geographic/Cengage	**Varied Levels of Text:** ● One Afternoon by Yumi Heo ● A Good Place to Live by Marvin Buckley ● Communities by Gail Saunders-Smith ● Guess Who We Saw by Mary Garcia ● Serving the Community by Talia Reed

Suggested Accommodations
Multilingual Learners:

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- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student’s level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students In Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control

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- Reinforce positive behaviors and recognize student talents
- Review of foundational skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Unit 2: Natural Resources	**Duration:** 45 days

WIDA English Language Proficiency Standards
The WIDA English Language Proficiency (ELP) Standards
• **ELD St. 1:** English language learners communicate for Social and Instructional purposes within the school setting.
• **ELD St. 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
• **ELD St. 3:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
• **ELD St. 4**: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
• **ELD St. 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Language Expectations by Key Language Use and Communication Mode **(adjusted for proficiency level)**
• **PLD.K.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created around topics *(all about me)* with repetition, rhyming, and other language patterns with short

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sentences
• **PLD.K.INT.Dis-Coh.PL3:** Understand how ideas are connected across a whole text through repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)
• **PLD.K.INT.Dis-Den.PL3:** Understand how ideas are elaborated or condensed through frequently used multi word noun groups *(my favorite book)*
• **PLD.K.INT.Sent-GC.PL3:** Understand how meanings are extended or enhanced through chunks of language *(sat in her chair, jumps on her bed)*
• **PLD.K.INT.WP-Prec.PL3**: Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
• **PLD.K.INT.WP-Prec.PL3:** Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
• **PLD.K.EXP.Dis-Org.PL3:** Create coherent texts *(spoken, written, multimodal)* using short sentences linked together to convey an intended purpose *(and, then)
• **PLD.K.EXP.Dis-Coh.PL3:** Connect ideas across a whole text through a few frequently used cohesive devices *(repetition: this leaf is red, this leaf is yellow)*
• **PLD.K.EXP.Dis-Den.PL3:** *Elaborate or condense ideas through simple types of elaboration *(newly learned single nouns)*
• **PLD.K.EXP.Sent-GC.PL3:** Extend or enhance meanings through sentence fragments *(cats and dogs)*
• **PLD.K.EXP.WP-Prec.PL3:** Create precise meanings through everyday, cross-disciplinary, and technical language with few frequently used words and phrases with emerging precision *(lunch time, morning meeting)

<u>Interdisciplinary Connections</u>
Language Arts Standards • **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers. • **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers. • **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs). • **RI.PP.2.5.** Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

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- **RI.MF.2.6.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **L.RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- **SL.PE.2.1**. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- **L.RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- **RL.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **RI.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Science

- **K-ESS2-1** Use and share observations of local weather conditions to describe patterns over time.

Computer Science and Design Thinking

- **8.2.2.ETW.3:** Describe a model or system used for recycling natural resources.
- **8.2.2.ITH.4:** Identify how various tools reduce work and improve daily tasks.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1**: Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1**: Make a list of different jobs and describe the skills associated with each job.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills, and certifications.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT.1:** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.
- **9.4.2.CT.2:** Identify possible approaches and resources to execute a plan.

Evidence of Student Learning

Formative Tasks:	**Alternative Assessments:**
• Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures • Teacher observations	• Recite songs and chants • Rubric • Presentations • Journal entries • Projects • Writing samples

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• Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists • Progress Monitoring	
Summative Assessments: • Unit Tests • Sequential Language Story SUmmaries • Student Performance Checklist • Vocabulary Assessments • Projects • Writing Samples	**Benchmark Assessments:** • Unit Tests • Progress Reports

Knowledge & Skills	
Enduring Understandings: • Engage in ample oral discussion to elicit funds of knowledge. • Utilize a variety of graphic organizers to demonstrate their understanding and areas of strength. • Leverage students' full linguistic repertoires. • Allow student curiosity to shape discussion and inquiry.	**Essential Questions:** • Where does water come from? • Why does it rain? • How do we get the water we need?
Learning Objectives	
Learning Objectives • Students will make text to text connections. • Students will develop phonological awareness: phonemes. • Students will use literary analysis to understand cause and effect. • Students will acquire and use grade-level vocabulary and academic vocabulary. • Students will use media to build language.	

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Use multiple means to engage, interpret, represent, and express ideas in the classroom. • Identify and explicitly teach language with a focus on making meaning.	**Varied Levels of Text:** • This Is The Rain by Lola M. Schaefer • Rain by Manya Stojic • The Rain Came Down by David Shannon • Water by Frank Asch

Grade: Second and Third	**Content Area:** English as a Second Language

• Provide opportunities for students to analyze how different language resources can be used in different contexts, for different purposes, and with different audiences. • Provide opportunities for students to be playful and exploratory with language while engaging in dynamic and authentic meaning making. • Heggerty • Fundations • Reach - National Geographic/Cengage	

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student’s level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units

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- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students In Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talent
- Review of foundational skills and/or concepts
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Unit 3: Planning Ahead	**Duration:** 45 days

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- **ELD St. 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Language Expectations by Key Language Use and Communication Mode **(adjusted for proficiency level)**
• **PLD.K.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences
• **PLD.K.INT.Dis-Coh.PL3:** Understand how ideas are connected across a whole text through repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)
• **PLD.K.INT.Dis-Den.PL3:** Understand how ideas are elaborated or condensed through frequently used multi word noun groups *(my favorite book)*
• **PLD.K.INT.Sent-GC.PL3:** Understand how meanings are extended or enhanced through chunks of language *(sat in her chair, jumps on her bed)*
• **PLD.K.INT.WP-Prec.PL3**: Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
• **PLD.K.INT.WP-Prec.PL3:** Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
• **PLD.K.EXP.Dis-Org.PL3:** Create coherent texts *(spoken, written, multimodal)* using short sentences linked together to convey an intended purpose *(and, then)
• **PLD.K.EXP.Dis-Coh.PL3:** Connect ideas across a whole text through a few frequently used cohesive devices *(repetition: this leaf is red, this leaf is yellow)*
• **PLD.K.EXP.Dis-Den.PL3:** *Elaborate or condense ideas through simple types of elaboration *(newly learned single nouns)*
• **PLD.K.EXP.Sent-GC.PL3:** Extend or enhance meanings through sentence fragments *(cats and dogs)*
• **PLD.K.EXP.WP-Prec.PL3:** Create precise meanings through everyday, cross-disciplinary, and technical language with few frequently used words and phrases with emerging precision *(lunch time, morning meeting)

Interdisciplinary Connections
Language Arts

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- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **SL.PE.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger group**s.**
- **SL.UM.2.5.** Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **RL.CR.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
- **SL.PE.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.UM.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

Math

- **2.M.A.3.** Estimate lengths using units of inches, feet, centimeters, and meters.
- **2.M.A.4.** Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

Computer Science and Design Thinking

- **8.1.2.DA.3:** Identify and describe patterns in data visualizations.
- **8.1.2.DA.4:** Make predictions based on data using charts and graphs.
- **8.2.2.ITH.1:** Identify products that are designed to meet human wants or needs.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.PB.2:** Explain why an individual may choose to save money.
- **9.2.8. CAP.18:** Explain how personal behavior, appearance, attitudes, and other choices may impact the job application process.
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.CT:3:** Use a variety of types of thinking to solve problems.

Evidence of Student Learning

Formative Tasks:	**Alternative Assessments:**
• Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures	• Recite songs and chants • Rubric • Presentations • Journal entries • Projects • Writing samples

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• Teacher observations • Discussions • Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists • Progress Monitoring	
Summative Assessments: • Unit Tests • Sequential Language Story SUmmaries • Student Performance Checklist • Vocabulary Assessments • Projects • Writing Samples	**Benchmark Assessments:** • Unit Tests • Progress Reports

Knowledge & Skills	
Enduring Understandings: • Engage in ample oral discussion to elicit funds of knowledge. • Utilize a variety of graphic organizers to demonstrate their understanding and areas of strength. • Leverage students' full linguistic repertoires. • Allow student curiosity to shape discussion and inquiry.	**Essential Questions:** • What tools can we use to achieve our goals? • What are the ways we use numbers? • How can planning ahead help us reach our goals?
Learning Objectives	
Learning Objectives • Students will make connections across content areas. • Students will develop phonological awareness: listen and imitate fluent models. • Students will use literary analysis to focus on goals and outcome. • Students will acquire and use grade-level vocabulary and academic vocabulary. • Students will collaborate with peers.	

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Use multiple means to engage, interpret, represent, and express ideas in the classroom.	**Varied Levels of Text:** • How Much Money? by Tessa Patel • Numbers and You by Robyn O'Sullivan • Look How Tall I Am! by Tessa Patel • Measuring Penny by Loreen Leedy

Grade: Second and Third	**Content Area:** English as a Second Language

• Identify and explicitly teach language with a focus on making meaning. • Provide opportunities for students to analyze how different language resources can be used in different contexts, for different purposes, and with different audiences. • Provide opportunities for students to be playful and exploratory with language while engaging in dynamic and authentic meaning making. • Heggerty • Fundations • Reach - National Geographic/Cengage	

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student’s level of function
- Providing verbal praise and or feedback

Grade: Second and Third	**Content Area:** English as a Second Language

- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions
- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students In Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of foundational skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals

Unit 4: Cultures	**Duration:** 45 days

WIDA English Language Proficiency Standards
• **ELD St. 1:** English language learners communicate for Social and Instructional purposes within the school setting.
• **ELD St. 2:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Little Egg Harbor School District ESL Curriculum Guide

Grade: Second and Third	**Content Area:** English as a Second Language

- **ELD St. 5:** English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Language Expectations by Key Language Use and Communication Mode **(adjusted for proficiency level)**
• **PLD.K.INT.Dis-Org.PL3:** Understand how coherent texts *(spoken, written, multimodal)* are created around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences
• **PLD.K.INT.Dis-Coh.PL3:** Understand how ideas are connected across a whole text through repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)
• **PLD.K.INT.Dis-Den.PL3:** Understand how ideas are elaborated or condensed through frequently used multi word noun groups *(my favorite book)*
• **PLD.K.INT.Sent-GC.PL3:** Understand how meanings are extended or enhanced through chunks of language *(sat in her chair, jumps on her bed)*
• **PLD.K.INT.WP-Prec.PL3**: Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
• **PLD.K.INT.WP-Prec.PL3:** Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through frequently used words and phrases in familiar contexts *(time to clean up)*
• **PLD.K.EXP.Dis-Org.PL3:** Create coherent texts *(spoken, written, multimodal)* using short sentences linked together to convey an intended purpose *(and, then)
• **PLD.K.EXP.Dis-Coh.PL3:** Connect ideas across a whole text through a few frequently used cohesive devices *(repetition: this leaf is red, this leaf is yellow)*
• **PLD.K.EXP.Dis-Den.PL3:** *Elaborate or condense ideas through simple types of elaboration *(newly learned single nouns)*
• **PLD.K.EXP.Sent-GC.PL3:** Extend or enhance meanings through sentence fragments *(cats and dogs)*
• **PLD.K.EXP.WP-Prec.PL3:** Create precise meanings through everyday, cross-disciplinary, and technical language with few frequently used words and phrases with emerging precision *(lunch time, morning meeting)

Interdisciplinary Connections
Language Arts

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- **RL.CI.2.2.** Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures).
- **RI.CI.2.2.** Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- **RL.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- **RI.CR.2.1.** Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

Social Studies

- **6.1.2.CivicsDP.3:** Explain how historical symbols. Monuments, and holidays reflect the shared values, principals, and beliefs of the American identity.
- **6.1.2. CivicsCM 3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **6.1.2. HistoryUP2:** Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

Computer Science and Design Thinking

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.2.2.EC.1:** Identify and compare technology used in different schools, communities, regions, and parts of the world.

Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1:** Recognize ways to volunteer in the classroom, school and community.
- **9.1.2.CAP.1:** Make a list of different jobs and describe the skills associated with each job.
- **9.2.5.CAP.4:** Explain the reasons why some jobs and careers require specific training, skills,and certifications
- **9.4.2.CI.1:** Demonstrate openness to new ideas and perspectives.
- **9.4.2.GCA:1:** Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals.

Evidence of Student Learning

Formative Tasks:	**Alternative Assessments:**
• Student participation • Ongoing observations • Anecdotal records • Student performance checklist • Listening in on student conversations • Matching labels/pictures • Teacher observations • Discussions	• Recite songs and chants • Rubric • Presentations • Journal entries • Projects • Writing samples

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• Retellings • Read alouds with fluency • Entry/Exit tickets • Group/Pair activities • Checklists • Progress Monitoring	
Summative Assessments: • Unit Tests • Sequential Language Story SUmmaries • Student Performance Checklist • Vocabulary Assessments • Projects • Writing Samples	**Benchmark Assessments:** • Unit Tests • Progress Reports

Knowledge & Skills	
Enduring Understandings: • Engage in ample oral discussion to elicit funds of knowledge. • Utilize a variety of graphic organizers to demonstrate their understanding and areas of strength. • Leverage students' full linguistic repertoires. • Allow student curiosity to shape discussion and inquiry.	**Essential Questions:** • Why should we listen to new ideas? • What are the rewards for working together? • How are cultures alike and different? • How do we recognize our identities?
Learning Objectives	
Learning Objectives • Students will analyze literary elements: character, setting, plot. • Students will develop phonological awareness: syllables. • Students will acquire and use grade-level vocabulary and academic vocabulary. • Students will use context to build concepts and language. • Students will reason inductively.	

Core Instructional & Supplemental Materials	
Suggested Activities/Resources: • Use multiple means to engage, interpret, represent, and express ideas in the classroom. • Identify and explicitly teach language with a focus on making meaning. • Provide opportunities for students to analyze how different language resources can be	**Varied Levels of Text:** • I Am America by Charles R. Smith Jr. • Why Did They Come? By Solomon Gordon • The Fourth of July by Nick Bruce • Anna at Ellis Island by Meredith Costain • Grandpa's Corner Store by DyAnne DiSalvo-Ryan

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used in different contexts, for different purposes, and with different audiences. ● Provide opportunities for students to be playful and exploratory with language while engaging in dynamic and authentic meaning making. ● Heggerty ● Fundations ● Reach - National Geographic/Cengage	

Suggested Accommodations

Multilingual Learners:

- Extend time requirements
- Adjust assignment requirements
- Provide optimal seating that best accommodates the needs of the student
- Assign a peer student for support and tutoring
- Providing verbal praise and or immediate feedback
- Use concrete language for reinforcement.
- Check often for understanding and review.
- Plan cooperative learning experiences.
- Introduce new vocabulary in context.
- Limit the number of vocabulary items.
- Use speech that is appropriate for students' language proficiency.
- Make the explanation of the task clear using a step-by-step manner with visuals.
- Allow ample wait time for responses.
- Opportunities for clarification in the native language, if possible.
- Provide hands-on materials or manipulatives for student practice.

Special Education/Students with Disabilities:

- Provide optimal seating that best accommodates the needs of the student
- Providing special furniture (e.g., desks, trays, carrels)
- Redirecting attention
- Simplifying directions
- Rephrasing, repeating directions
- Using a behavior modification system
- Using visual cues
- Demonstrating the task before proceeding
- Getting eye contact before giving directions
- Allowing additional processing time
- Instructing to student’s level of function
- Providing verbal praise and or feedback
- Responding to behaviors consistently
- Reducing written tasks
- Breaking down tasks into manageable units
- Allowing test to be done in alternative fashions

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- Extended time on tests and/or assignments
- Provide organizational aids: (folders, class notes, schedules, planners)

504 Plans:

- Follow specific students accommodations and modifications as listed in individual student 504 plan

Gifted and Talented:

- Encourage students to think about subjects in more abstract and complex ways
- Encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas.
- Promote creativity and critical thinking

Students In Need of Academic Support:

- Make sure children feel welcome and comfortable while being discrete
- Provide structure and adhere to a consistent daily routine with clear and concise rules
- Offer encouragement and understanding
- Give a choice to provide a sense of control
- Reinforce positive behaviors and recognize student talents
- Review of foundational skills and/or concepts.
- Providing opportunities for discussion in class.

Economically Disadvantaged:

- Build a safe and nurturing atmosphere
- Perspective and experiences of the children need to be considered
- Create ways for students to share their emotions
- Build supportive relationships, provide positive guidance, foster hope and optimism, and take time for affirmation and celebration.

Culturally Diverse:

- Provide social/emotional support
- Respect cultural traditions
- Provide immediate praise and feedback
- Create a nurturing environment with structured routines
- Follow specific student's accommodations and modifications as listed in individual student IEP or 504 plan
- Provide visuals