

Moonachie School District

ESL Curriculum:

Grades 2 & 3

WIDA English Language Development (ELD) Standards

Born On: August 25, 2020

Re-Adoption: August 26, 2025

WIDA English Language Proficiency Standards

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

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

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

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

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

Assessments

Vocabulary review responses
Sorting labels and pictures
Create a class poster
Create a Wordle
Role playing
Labels on drawings
Identifying activity in picture book illustrations
Digital book
Discussion responses
Oral responses using sentence frame
Drawings with differentiated writing responses
Create an illustrated class book
Role-plays
ACCESS for ELLs 2.0
Teachers College Running Records
Pre/Post-On-Demand Assessment

Content Area: ESL

Grades: 2-3

Unit 1: My Community, My Country

Length of Time: 10 weeks

Unit Theme: Students will develop a sense of responsibility and a connection to the larger world by exploring the local community and understanding its relationship to our country.

Essential Questions: What is a community, and what are some of the different places and people that make up our community? What are some of the essential services and resources in our community, and how do they help us? What is our country, and what are some important places and symbols that represent our nation? How can we show respect for our country and the people who live here?

Objectives:

Listening:

- Listen to descriptions of different community places and identify key details.
- Improve their listening skills by actively listening to presentations, interviews and/or text about their community or country

Speaking:

- Engage in paired conversations, using appropriate vocabulary to describe their favorite places in the community/country.

Reading:

- Read simple texts or captions about places, identifying relevant information.
- Gain cultural awareness by exploring the traditions of their country or community
- Build vocabulary related to community places, people, and national symbols

Writing:

- Write describing a specific place in the community and explaining why it is important to them.

Standards:

ELD-SS.2-3.Argue.Interpretive

Interpret social studies arguments by

- Analyzing relevant information from one or two sources to develop claims in response to compelling questions

ELD-SS.2-3.Argue.Expressive

Construct social studies arguments that

- Introduce topic

LANGUAGE STRUCTURES		
	ENTERING & EMERGING	DEVELOPING & EXPANDING
Word/Phrase Level	<p>neighborhood, school, park, library, post office, store, hospital, playground, street, homes, apartment, building, restaurants, police station, fire station, neighbors, friends, parents, teacher,</p> <p>flag, anthem, capital, United States of America, Earth, government, diversity, president, national holiday</p>	<p>community, geography, people, services, traditions and events</p>
Sentence Level	<p>I live in _____.</p> <p>There is a _____.</p> <p>In my community, we have _____.</p> <p>I see a _____.</p> <p>My favorite place is _____.</p> <p>The national flag of the USA has _____.</p> <p>The national anthem of the USA is _____.</p>	<p>In my community, there is a _____ who helps _____ by _____.</p> <p>The _____ is a place where people _____.</p> <p>One place I enjoy in my community is _____.</p> <p>One important tradition in the USA is _____.</p>
Discourse Level	<p>Have a class discussion where each student talks about a place they like in</p>	<p>Have students compare their country's traditions or customs to</p>

	their community and why it's important to them.	those of the country they currently live in. What are the similarities and differences?
RESOURCES		
ENTERING & EMERGING	DEVELOPING & EXPANDING	
<p>Picture books about communities, countries, and cultures.</p> <p>Non-fiction books about local community landmarks, national symbols, and historical events.</p> <p>Educational videos that showcase different community places and national landmarks.</p> <p>Virtual tours of historical sites, cultural festivals, or important government buildings.</p>	<p>Resources that highlight: School schedules and routines around the world, Classroom setups in different cultures, How children in other places get to school, celebrate learning, and build community</p> <p>Guest speakers (school nurse, counselor, bus driver)</p> <p>School “jobs” posters demonstrating how everyone contributes to the community</p> <p>Student-led mini documentaries about what makes their school special</p>	

Content Area: ESL	Grades: 2-3
Unit 2: Telling My Story	Length of Time: 10 weeks
<p>Unit Theme: Students will learn the importance of personal identity, the value of storytelling, and how storytelling helps to create a more compassionate and interconnected society through the examination of our tales and experiences.</p>	

Essential Questions: How can storytelling help us connect with others and build understanding?
In what ways can storytelling promote empathy and help us see the world from different perspectives?
How can we use storytelling to preserve and share our family, community, and cultural histories?

Objectives:

Listening:

- Students will be able to listen actively and comprehend personal narratives from peers, identifying key events, emotions, and details.

Speaking:

- Students will be able to orally retell their own personal stories using appropriate sequencing, descriptive language, and emotional expressions.

Reading:

- Students will be able to read actively and comprehend personal narratives identifying key events, emotions, and details.

Writing:

- Students will be able to use written language to retell their own personal stories using appropriate sequencing, descriptive language, and emotional expressions

Standards:

ELD-LA.2-3.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context
- Engage and adjust for audience

LANGUAGE STRUCTURES		
	ENTERING & EMERGING	DEVELOPING & EXPANDING
Word/Phrase Level	friend, family member, city, beach, school, home, sad, happy, excited, transition words (first, next, after that, finally, later on)	nervous, curious, confident, surprised, obstacle, confused, relieved puzzled, seeing, resolution, beginning, middle, end
Sentence Level	I am_____. I am _____years old. I like _____. I can _____. I felt _____when _____happened."	Let me share a story that happened to me____As I stepped into____, I would feel____ The emotions I felt during this experience were from _____to____ The first thing I remembered_____
Discourse Level	Have students describe the seeing in detail to help readers/listeners visualize and conclude by having students provide a reflective statement.	Have students describe seeings in detail using various sentence structures and reflective statements.
RESOURCES		
	ENTERING & EMERGING	DEVELOPING & EXPANDING
	Blank comic strips to encourage learners to	Have students work together to brainstorm, plan, and

<p>describe scenes, characters, and events. Provide graphic organizers to help students organize their thoughts. Vocabulary cards with keywords and phrases related to personal narratives.</p>	<p>develop narratives. Where Are You From? by Yamile Saied Méndez The Proudest Blue: A Story of Hijab and Family by Ibtihaj Muhammad , S. K. Ali, et al. Stella Tells Her Story by Janiel Wagstaff (Author), Dana Regan (Illustrator)</p>
---	---

Content Area: ESL	Grade: 2-3
Unit 3: Properties of Matter	Length of Time: 10 weeks
<p>Unit Theme: Students will understand that matter has different states, and that each state has a unique property. Students will identify how property affects how substances behave and respond to changes in their environment.</p>	
<p>Essential Questions: How do the properties and behavior of solids, liquids, and gasses help us understand the fundamental nature of matter and its interactions?</p>	
Objectives:	
<p>Listening:</p> <ul style="list-style-type: none"> - Students will listen to simple descriptions of matter's properties and answer questions or discuss what they have learned. <p>Speaking:</p> <ul style="list-style-type: none"> - Students will participate in group discussions and share observations about the properties of everyday objects, using complete sentences and clear expressions. <p>Reading:</p> <ul style="list-style-type: none"> - Students will read texts about the properties of solids, gasses, and liquids and be able to answer comprehension questions using references from the text. 	

Writing:

- Students will use simple descriptive language to explain the basic characteristics of different states of matter, including how solids hold their shape, liquids flow, and gasses fill space using illustrations, phrases, and/or sentences.

Standards:**ELD-SC.2-3.Explain.Interpretive**

Interpret scientific explanations by

- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive

Construct scientific explanations that

- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

LANGUAGE STRUCTURES

	ENTERING & EMERGING	DEVELOPING & EXPANDING
WORD/PHRASE LEVEL	matter, property, material, solid, liquid, gas, shape, melting, mixing,	properties, matter, helium, density, state of maer, texture, pressure, evaporation, dissolving
SENTENCE LEVEL	Matter is _____ I observe that _____ is _____ (property) because _____. I learned _____	An example of matter is _____ I know _____ is a solid/gas/liquid because _____ The data shows that as

Content Area: ESL	Grades: 2-3
Unit 4: Celebrating Our Traditions	Length of Time: 10 weeks
Unit Theme: Students will be able to understand and discuss the concept of traditions, identify and describe elements of cultural traditions and share their own cultural traditions.	
Essential Questions: What is a tradition, and why do people have traditions? How do people celebrate special occasions and festivals in different parts of the world? How do traditions help us learn about the past and pass down stories from generation to generation? How do celebrations bring people together and create a sense of belonging?	
Objectives:	
<p>Listening:</p> <ul style="list-style-type: none"> - Students will actively participate in discussions and actively engage with the information presented. <p>Speaking:</p> <ul style="list-style-type: none"> - Students will work in pairs or small groups to discuss and describe their own cultural traditions. <p>Reading:</p> <ul style="list-style-type: none"> - Students will interpret visuals, pictures, and written information about different cultural traditions. <p>Writing:</p> <ul style="list-style-type: none"> - Students will use written language to share their own cultural traditions. 	
Standards:	
<p>ELD-SS.2-3.Argue.Interpretive Interpret social studies arguments by</p> <ul style="list-style-type: none"> • Analyzing relevant information from one or two sources to develop claims in response to compelling questions <p>ELD-SS.2-3.Argue.Expressive</p>	

Construct social studies arguments that

- Introduce topic

LANGUAGE STRUCTURES

ENTERING & EMERGING

DEVELOPING & EXPANDING

WORD/PHRASE LEVEL

traditions, celebration, cultural, heritage, ritual, custom, respect, symbol, family, food, decorations, storytelling
 "Bring people together"
 "Share experiences and stories"

generation, diversity, similarities, differences, community, values, festive, cuisine, unity, "Pass down from generation to generation" "Create lasting memories"
 "Preserve our cultural identity"

SENTENCE LEVEL

During _____, we _____
 One special thing we do is _____. Both traditions have _____.
 Can you tell me more about _____? Traditions are important because _____.

In my culture, we celebrate _____ by _____.
 A tradition in my family is _____. While _____ (tradition) include _____, _____ (tradition) focuses on _____.
 I'd like to learn why _____ is important in _____.

		I think _____ helps us connect to _____.
DISCOURSE LEVEL	Engage students in discussions, encourage them to share their thoughts and ideas, and guide them in exploring and understanding cultural traditions. What does the word "tradition" mean to you? Can you think of any traditions that your family or community has? Why do you think people have different traditions in different parts of the world? How do traditions help us connect with our history and culture? What are some special things people might do during celebrations or traditions?	Engage students in discussions, encourage them to share their thoughts and ideas, and guide them in exploring and understanding cultural traditions. How can we show respect for traditions that are different from our own? Why is it important to learn about and appreciate traditions from around the world? What can we do to make sure everyone feels welcome and included when sharing their traditions?
RESOURCES		
ENTERING & EMERGING		DEVELOPING & EXPANDING
Scholastic Lesson Plan: It's a Tradition "Let's Celebrate!: Special Days Around the World" by Kate DePalma		CultureGrams (Provides information on various countries' customs, traditions, and celebrations.) "Cultural Traditions Around the World" activity

<p>"The Keeping Quilt" by Patricia Polacco "Lights for Gita" by Rachna Gilmore "Holidays Around the World" (BrainPOP Jr. video) "Cultural Traditions for Kids" (National Geographic Kids video series) Google Earth (Explore different countries and cultures through virtual exploration.) Invite a guest speaker from a different cultural background to share their traditions with the class. Conduct virtual interviews with family members or friends from diverse backgrounds to learn about their traditions. Provide art materials for students to create drawings or <u>crafts related to their own cultural traditions.</u></p>	<p>pack (Teachers Pay Teachers) "Celebrating Traditions" worksheet and discussion prompts (Education.com) Kahoot! (Create quizzes and games to reinforce learning about traditions and celebrations.) Invite a guest speaker from a different cultural background to share their traditions with the class. Conduct virtual interviews with family members or friends from diverse backgrounds to learn about their traditions. Encourage students to share their own family or cultural traditions through presentations, discussions, or show-and-tell sessions.</p>
--	--

Computer Science and Design Thinking

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.AP.4: Break down a task into a sequence of steps.
- 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.
- 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution.

Career Readiness, Life Literacies and Key Skills

- 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.
- 9.4.2.CI.2: Demonstrate originality and inventiveness in work.
- 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.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
- 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.
- 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults.

Interdisciplinary Connections

Math:

- 2.DL.A.1: Understand that people collect data to answer questions. Understand that data can vary.
- 2.M.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Social Studies:

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Science

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
-

Social Studies

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Visual and Performing Arts

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal interests and curiosity.
- 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new.

Modifications			
Special Education	At-Risk of School Failure	Gifted and Talented	504
Word walls	Teacher tutoring	Curriculum compacting	Word walls
Visual aides	Peer tutoring	Challenge assignments	Visual aides
Graphic organizers	Study guides	Enrichment activities	Graphic organizers
Multimedia	Graphic organizers	Tiered activities	Multimedia
Leveled-readers	Extended time	Independent	Leveled readers
Assistive technology	Parent	research/inquiry	Assistive technology
Notes/summaries	communication	Collaborative	Notes/summaries
Extended time	Modified	teamworkDe	Extended time
Answer masking	assignments	Higher level	Answer masking

Answer eliminator Highlighter Color Contrast	Counseling	questioning Critical/Analytical thinking tasks Self-directed activities	Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling
--	------------	--	---

Modifications for ELLs

Entering	Beginning	Developing
<ul style="list-style-type: none"> ● Ask students to tell about, describe, or explain. ● Ask students to explain similarities and differences. ● Ask a student to say “Why do you think....?” or “What would you recommend?” ● Make modifications to assignments and tests as necessary. ● Students should have a list of target words for each unit of study. ● Help with writing skills as they will continue to need assistance with self-editing, especially 	<ul style="list-style-type: none"> ● Ask how and why questions. ● Ask students to tell “what would happen if questions, Tell me as much as you can about....” ● Check for understanding of academic vocabulary. <ul style="list-style-type: none"> ● Give the student a list of target words for each unit of study. ● Explicit instruction on function words (i.e. “however”, “moreover”, “in contrast”, etc.) 	<ul style="list-style-type: none"> ● Ask how and why questions. ● Check for understanding by asking students to tell you what something means. <ul style="list-style-type: none"> ● Students can paraphrase the assignment to you. ● Ask students to tell about, describe, explain. ● Encourage students to use full sentences. ● Make modifications to assignments and tests, so the student will not be overwhelmed.

syntax and word usage.

- Provide sentence frames showing the use of transition words.