Supplemental ESL II

Community & Relationships

Grades 2/3:

Unit 1 Level 2 (2.5-3.4)
Supplemental English as a Second Language consists of developing reading, writing, speaking, and listening skills. During Supplemental ESL instruction, students will learn to use reading and writing strategies to help them become effective English language readers and writers. ESL teachers will use the appropriate leveled language objectives to build lessons for ELLs, which reflects what is covered in the general education program. In this way, all teachers work on the same Student Learning Objectives connected to the Common Core standards. The design of language objectives are based on the alignment of the World-Class Instructional Design Assessment (WIDA) Consortium’s English Language Development (ELD) standards with the Common Core State Standards (CCSS). WIDA’s ELD standards advance academic language development across content areas, ultimately leading to academic achievement for English learners. As English learners are progressing through the six developmental linguistic stages, this course will assist all teachers working with English learners to appropriately identify the language needed to meet the requirements of the content standard. At the same time, the language objectives recognize the cognitive demand required to complete educational tasks. The teachers will instruct students using the workshop model philosophy with the use of the ―I DO, WE DO, YOU DO‖ method of instruction. Other skills such as grammar, vocabulary, listening, and speaking are infused in the exploration of effective reading and writing. The Common Core State Standards are designed to provide a clear understanding of what students are expected to learn, providing teachers and parents the knowledge of what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the information and skills that our young learners need for success in college and careers. It is our goal to establish a community of learners to become productive citizens in society striving towards pursuing their life-long goals. Through an enriching and rigorous education and with on-going support, our students will be fully prepared for the future to compete successfully in the global economy.
# | **Student Learning Objective** | **CCSS**
---|---|---
1 | Answer questions such as who, what, where, when and how about key details in a text. | RL.2.1; RL.3.1; RI.3.1
2 | Write a description of characters, setting, or plot using information from illustrations and key words from the text (print and digital). | RL.2.7
3 | Identify the main topic of multi-paragraph text. | RI.2.2; RI.3.2
4 | Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context. | RL.2.4; L.2.4A
5 | Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs and a closing sentence. | W.2.3; L.2.1d, L.2.2d
6 | Capitalize holidays, product names, and geographic names. | L.2.2a
7 | Form and use frequently occurring irregular plural nouns (e.g., feet, children). | L.2.1b
8 | Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse). | L.2.4d

Frontloading: 1 week
Instruction: 6 weeks
Assessment: 1 week
Remediation/Enrichment: 1 week
### Effective Pedagogical Routines/Instructional Strategies

<table>
<thead>
<tr>
<th>Collaborative problem solving</th>
<th>Word Study Drills</th>
</tr>
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<tbody>
<tr>
<td>Writing to learn</td>
<td>Flash cards</td>
</tr>
<tr>
<td>Note-taking</td>
<td>Interviews</td>
</tr>
<tr>
<td>Rereading &amp; rewriting</td>
<td>Role playing/Dramatization</td>
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<tr>
<td>Establishing text-based norms for discussions &amp; writing</td>
<td>Diagrams, charts and graphs</td>
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<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</td>
<td>Storytelling</td>
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<tr>
<td>Quick Writes</td>
<td>Coaching</td>
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<tr>
<td>Think Pair Share</td>
<td>Reading partners</td>
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<tr>
<td>Turn and Talk</td>
<td>Visuals</td>
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<tr>
<td>Charting</td>
<td>Reading Aloud</td>
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<tr>
<td>Gallery Walks</td>
<td>Model (I Do), Prompt (We Do), Check (You Do)</td>
</tr>
<tr>
<td>Whole class discussions</td>
<td>Multiple Response Strategies</td>
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<tr>
<td>Modeling</td>
<td>Choral reading</td>
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<td></td>
<td>Reader’s/Writer’s Notebooks</td>
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</tbody>
</table>
## Educational Technology Standards

| Standards | 8.1.2.A.1, 8.1.2.A.2, 8.1.2.A.3, 8.1.2.A.5, 8.1.2.B.1, 8.1.2.C.1, 8.1.2.D.1, 8.1.2.E.1, 8.1.2.F.1 |

- **Technology Operations and Concepts**
  - □ Identify the basic features of a computer and explain how to use them effectively.
  - □ Use technology terms in daily practice.
  - □ Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.
  - □ Create a document with text using a word processing program.

- **Creativity and Innovation**
  - □ Illustrate and communicate original ideas and stories using digital tools and media-rich resources.

- **Communication and Collaboration**
  - □ Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.

- **Digital Citizenship**
  - □ Model legal and ethical behaviors when using both print and non-print information by citing resources.

- **Research and Information Literacy**
  - □ Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.

- **Critical Thinking, Problem Solving, and Decision-Making**
  - □ Use mapping tools to plan and choose alternate routes to and from various locations.

[http://www.state.nj.us/education/cccs/standards/8/](http://www.state.nj.us/education/cccs/standards/8/)
## Computer Skills

<table>
<thead>
<tr>
<th>Basic Computer Skills</th>
<th>Keyboarding Skills</th>
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<tbody>
<tr>
<td>➢ Turn the monitor and computer on and off</td>
<td>➢ Demonstrate awareness of home row keys</td>
</tr>
<tr>
<td>➢ Log on and off of the computer</td>
<td>➢ Demonstrate proper fingering of home row keys</td>
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<tr>
<td>➢ Log on to the computer with user ID</td>
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<tr>
<td>➢ Verbally identify and use all computer parts</td>
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<table>
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<tr>
<th>Word Processing Skills</th>
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<tr>
<td>➢ Locate and use Function Keys</td>
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<tr>
<td>➢ Type, edit and print simple sentences</td>
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<tr>
<td>➢ Capital letter at beginning of sentence</td>
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<tr>
<td>➢ Spacebar once between words and sentences</td>
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<tr>
<td>➢ Period/Question Mark at the end of sentence</td>
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<table>
<thead>
<tr>
<th>Programs</th>
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<tbody>
<tr>
<td>➢ Microsoft Word</td>
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Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.
## WIDA Proficiency Levels

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

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
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</table>
| **6- Reaching** | - Specialized or technical language reflective of the content areas at grade level  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level  
- Oral or written communication in English comparable to proficient English peers |
| **5- Bridging** | - Specialized or technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports  
- Oral or written language approaching comparability to that of proficient English peers when presented with grade level material. |
| **4- Expanding** | - Specific and some technical language of the content areas  
- A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs  
- Oral or written language with minimal phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written connected discourse, with sensory, graphic or interactive support |
| **3- Developing** | - General and some specific language of the content areas  
- Expanded sentences in oral interaction or written paragraphs  
- Oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support |
| **2- Beginning** | - General language related to the content area  
- Phrases or short sentences  
- Oral or written language with phonological, syntactic, or semantic errors that often impede of the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support |
| **1- Entering** | - Pictorial or graphic representation of the language of the content areas  
- Words, phrases or chunks of language when presented with one-step commands directions, WH-, choice or yes/no questions, or statements with sensory, graphic or interactive support |
## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
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<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
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<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
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<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
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<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
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<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
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<td>Audio-taped books</td>
<td>Read directions aloud</td>
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<td>Color code materials</td>
</tr>
</tbody>
</table>

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**Note:**
- The table provides strategies for accommodating students based on their individual needs.
- Strategies are categorized under different domains such as time/general, processing, comprehension, recall, assistive technology, tests/quizzes/grading, behavior/attention, and organization.
Interdisciplinary Connections

**Music/Movement:** “Crazy Hair Day” by Barney Saltzberg (Sing-along)
Students can listen to lyrics from “Crazy Hair Day” song and sing along. Have a “Crazy Hair Day” Celebration in your classroom incorporating activities from [http://www.barneysaltzberg.com/crazyhair/activities](http://www.barneysaltzberg.com/crazyhair/activities)

**Math:** Friendship Mix
Students can make a simple “Friendship Mix” similar to a trail mix. Count a variety of ingredients e.g. ten cheerios, twenty raisins, 25 pretzels or any suitable ingredient you can think of. Combine ingredients and have students share their “Friendship Mix” with a partner. Comprehension Clubs- “Community & Relationships”

**Math:** “How We Get to School”
Create a bar graph “How We Get to School.” Label the bottom of the graph, car, bike, walk and bus. Ask each student to draw picture of how they get to school on a paper square. Have students glue their square in the appropriate column on the graph. Encourage students to share their answer with their partner using “accountable talk” conversation. “Do you come to school the same way every day? If you could choose a different way to come to school, what would you choose and why?

**Art:** City Streets
Have students work in small groups to create a city collage by drawing outlines of different buildings creating a skyline.
## Enrichment

**Seeking to build each learner’s capacity to do the following:**

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

**Elevate Text Complexity**

- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the ‘regular’ curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.
## Assessments

### Required District/State Assessments
- Star Early Literacy or STAR Reading (Students with CPL ≥ 3.5)
- NJDOE Model Curriculum Unit Assessment (Students with CPL ≥ 3.5)
- ESL Unit Level 1-2 Assessment (Students with CPL ≤ 3.4)
- W-APT oral language proficiency test / ACCESS

### Suggested Formative/Summative Classroom Assessments
- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Quizzes
- Summative chapter tests
- Journals
- Essays
- Quick writes
- Accountable Talk
- Projects
- Portfolio
- Observation
- Exit Slips
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Role Playing/Dramatization
- Student Conferencing
### Grade: 2-3

**Unit: 1**  
**Level 1 (1.0-2.4)**  
**Topic: Community & Relationships**  
**READING: Fiction & Non Fiction**  
**WRITING: Narrative Writing**

**CCSS:**  
Reading Literature 2.1, 3.1, 2.3, 2.4, 2.5, 2.6, 2.7  
Reading Foundational Skills: 2.3.a, 2.3b, 2.3c, 2.3f, 2.4a, 2.4b, 2.4c,  
Language 2.1b, 2.1f, 2.2a, 2.2b, 2.2c, 2.2e, 2.4a, 2.4d, 2.5a, 2.5b, 2.6,  
Reading Informational: 3.1, 2.2, 3.2, 2.4  
Writing: 2.5  
Speaking and Listening 2.1a, 2.1b, 2.1c

**WIDA:** 1-5 Listening, Speaking, Reading & Writing

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<th>NJDOE Student Learning Objective</th>
<th>Language Objective</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| **Answer questions such as who, what, where, when and how about key details in a text.** | **Answer informational and clarifying questions about key details in a text using a story map.** | | - Given six details, students will select which details are from the story.  
- Engage in a think pair share and respond to questions (who, what, when, where). | **Story Map**  
**Word Wall**  
**Template (teacher model)**  
**Partner Work** |
| **RL 2.1** | **RL 2.1** | **Who is the story about?**  
**Where did the story take place?**  
**When did the story take place?**  
**What happened in the story?** | | | |
<p>| <strong>RL 3.1</strong> | <strong>RL 3.1</strong> | | | | |
| <strong>RI 3.1</strong> | <strong>RI 3.1</strong> | | | | |</p>
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| Write a description of characters, setting, or plot using information from illustrations and key words from the text (print and digital). | Describe events and actions about people, places, and things using a storyboard. | ▪ Look at this illustration in the book, what does it show you about the setting? Character? Plot?  
▪ What words from the text or illustration can you use to describe the character?  
▪ What words from the text or illustration can you use to describe the setting? How was the problem solved? | - After reading a story and viewing the illustrations, students will describe the characters, setting, or plot and share with a peer their findings. Sentence starters may be given to assist the students in developing their oral or written skills.  
- Highlight and chart description words for characters and setting.  
- Given a text, students will analyze the text information and illustrations in order to describe the character, setting, or plot. | Story Map  
Story Map  
Word Wall  
Teacher model/template |
| Identify the main topic of multiparagraph text. | Read and orally identify the main focus of an informational multi-paragraph text using a Graphic Organizer. | ▪ What is the topic sentence in this paragraph? (select from options given and have students read response aloud)  
▪ What is the focus of this paragraph? (select from | - Read text aloud in English and match illustrations to key words and phrases  
- Utilize a graphic organizer to keep track of orally stated and charted main ideas of each paragraph  
- Orally explain what the text is | Main idea Graphic Organizer  
Word Wall  
Triads or Small Groups |
<table>
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| Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context. | Make connections with other key words in a text to determine the meaning of words and phrases using sentence level context. | What strategies have you used to help you figure out what this word means?  
- Explain the meaning of a word that includes a prefix and/or suffix from the text.  
- How does this particular meaning of the same word change in different contexts?  
- How can a cognate help you determine the meaning of an unknown word?  
- Can you go online or use a Spanish/English dictionary and search for the meaning of the word? | Given an excerpt of an appropriately leveled text, students will identify unknown words and use context clues within the sentences to understand/determine the meaning of a word.  
- Introduce students to an interactive game. Students will learn how to add letters to the beginning and end of a word to modify its meaning.  
- Provide students with a list of cognates to use as reference.  
- Develop anchor charts that will grow over time in which newly learned cognates, root words or multiple meaning words can be added.  
- Provide students with an opportunity to develop their understanding of the word. | Guiding questions Checklist  
Word Wall  
Picture Dictionaries  
Partner Work |
<table>
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| Apply the writing process to develop a narrative using learned spelling patterns to write words including temporal and frequently occurring past tense irregular verbs and a closing sentence.  
**W.2.3; L.2.1d, L.2.2d** | Describe people, places, things, and actions to retell past events *using a story map.* | ▪ Who is your story about?  
▪ Where does the story take place?  
▪ Did you use temporal words to show how time is changing the story?  
▪ Read what you wrote slowly. Did you write what you just said? | - Use a graphic organizer to outline a story including problem, solution and character(s).  
- Given a short story, students will fill in a blank with an appropriate transition word from a word bank of transitional words at the start of each paragraph.  
- Given the list of ten present tense verbs, students will write the correct past tense of each verb.  
- Incorporate writing graphic organizers during prewriting. | Word Wall  
Partner Work  
Bilingual Dictionaries  
Technology |
| Capitalize holidays, product names, and geographic names.  
**L.2.2a** | Identify proper common nouns and apply rules of capitalization *using a capitalization poster and word wall.*  
*Note: Capitalization* | ▪ What words in the sentence should be capitalized?  
▪ How do I know when to capitalize a letter? | - Given three sentences with holidays and/or product names students will revise for correct capitalization.  
- Given three sentences underline and correct the letter | Posters  
Template  
Word Wall |
<table>
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<tbody>
<tr>
<td></td>
<td>rules differ across languages (i.e. days of the week).</td>
<td>How might you write the plural of a particular word?</td>
<td>Given five singular nouns, students will form the irregular plural of each using a word bank or color coded word wall as a reference and use at least 1 in a sentence.</td>
<td>Pictures/Photographs</td>
</tr>
<tr>
<td>Form and use frequently occurring plural nouns (e.g., feet, children).</td>
<td>Form and use frequently occurring plural nouns (e.g. feet, children, mice, fish) using sentence strips.</td>
<td>Do I know how to form irregular plural nouns?</td>
<td>Given five singular nouns, students will form the irregular plural of each using a word bank or color coded word wall as a reference and use at least 1 in a sentence.</td>
<td>Adapted Text Pictures/Photographs Word strips Word Wall</td>
</tr>
<tr>
<td>Predict the meaning of compound words based on grade two reading and content using the meaning of individual words (e.g., birdhouse).</td>
<td>Predict the meaning of compound words based on the meaning of individual words using previously known words and pictures.</td>
<td>How can you determine the meaning of a compound word?</td>
<td>After reading a story, students will underline the compound words and infer the meaning.</td>
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<tr>
<td>Note: Ensure that ELLs know the meanings of the individual words before they have to create new compound words.</td>
<td>How can I use my knowledge of given words to determine the meaning of a compound word?</td>
<td>Given ten familiar words, students will be grouped with a partner and will have to play an interactive game to create three compound words.</td>
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<td>try</td>
<td>still</td>
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<td>after</td>
<td>old</td>
<td>large</td>
<td>kind</td>
<td>learn</td>
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<tr>
<td>things</td>
<td>any</td>
<td>must</td>
<td>hand</td>
<td>should</td>
</tr>
<tr>
<td>our</td>
<td>same</td>
<td>big</td>
<td>picture</td>
<td>America</td>
</tr>
<tr>
<td>just</td>
<td>tell</td>
<td>even</td>
<td>again</td>
<td>world</td>
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</tbody>
</table>
### SRA Imagine It!

#### Routine Cards

*Include Routine Cards during the Imagine It! Instruction. The Lesson Cards in the kits will indicate when to implement the routine cards. The Routine Cards have explicit instructions on how to incorporate the skills listed below and must be incorporated in all lessons:

1. Sound-by-Sound Blending
2. Sounds-in-Sequence Dictation
3. Whole-Word Blending
4. Blending Sentences
   - Sound-by-Sound
   - Whole-Word Blending
5. Closed Syllables
   - Introduction-Single-Syllable Words
   - Multisyllabic Words
6. Open Syllables
   - Introduction-Single-Syllable Words
   - Multisyllabic Words
7. Whole-Word Dictation
8. Sentence Dictation
9. Reading a Decodable Story
10. Words with Prefixes and Suffixes

#### Level 2 Unit 1 Lesson Cards

1. Reviewing Sound/Spelling Cards and the Sounds /ɑ/, /ɒ/, /ɔ/, /ʌ/, /ʊ/ and /ʌ/
2. Reviewing the Sounds /i/, /ɪ/, /æ/, /æ/, /æ/ and /ɪl
3. Reviewing the Sounds /e/, /ɛ/, /æ/, /æ/, /æ/ and /ɪl
4. Reviewing the Sounds /ʊ/, /ʌ/, /ʌ/, /ʌ/, /ʌ/, and /ɪz/
5. Reviewing Short Vowels and Sounds /ch/, /ʃ/, /θ/, /ð/, and /ɑr/
6. Reviewing Short Vowels and Sounds /f/, /θ/, /ŋ/, and /nk/
7. Reviewing the Sound /ər/
8. Reviewing the Sound /ɔr/
9. Reviewing the /ɔl/
10. /o/ Spelled a_e and a
11. /o/ Spelled a_e and a
12. /u/ Spelled i_e and i
13. /u/ Spelled i_e and i; Reviewing the Sounds
14. /o/ Spelled o_e and o
15. /o/ Spelled o_e and o
16. /u/ Spelled u_e and u
17. /u/ Spelled u_e and u; Reviewing the Sounds
18. /u/ Spelled a_e and a and /u/ Spelled i_e and i
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>19.</td>
<td>/ā/ Spelled o_e and o and /ū/ Spelled u_e and u</td>
</tr>
<tr>
<td>20.</td>
<td>/ā/ Spelled o_e and o and /ū/ Spelled u_e and u;</td>
</tr>
<tr>
<td>21.</td>
<td>Reviewing Sounds</td>
</tr>
<tr>
<td>22.</td>
<td>/ē/ Spelled e_e and e</td>
</tr>
<tr>
<td>23.</td>
<td>/ē/ Spelled e_e and e; Reviewing Sounds</td>
</tr>
<tr>
<td>24.</td>
<td>Reviewing Long Sounds</td>
</tr>
<tr>
<td>25.</td>
<td>/n/ Spelled kn_ and /r/ Spelled wr_</td>
</tr>
<tr>
<td>26.</td>
<td>/m/ Spelled _mb and /f/ Spelled ph</td>
</tr>
<tr>
<td>27.</td>
<td>/m/ Spelled _mb and /f/ Spelled ph; Reviewing Sounds</td>
</tr>
<tr>
<td>28.</td>
<td>Unit Review</td>
</tr>
<tr>
<td>29.</td>
<td></td>
</tr>
</tbody>
</table>
Guided Reading Program

GUIDED READING: Nonfiction

Guided reading is an instructional approach that involves a teacher working with a small group of students who demonstrate similar reading behaviors and can all read similar levels of texts.

**Student in Grades 2 and 3 should work towards displaying the following reading behaviors by the end of the school year:**

- Uses multiple sources of information to figure out words rapidly while focusing on meaning
- Flexibly applies word-solving strategies to more-complex, multisyllabic word
- Demonstrates facility in interpreting text while reading orally, with fluency and phrasing
- Reads orally with high accuracy in most instances, not stopping to self-correct errors in the interest of fluency and phrasing
- Reads silently, except during assessment or to demonstrate text interpretation
- After reading longer sections of text, predicts outcomes, problem resolutions, and character changes
- Remembers details and sustains attention to meaning through a longer text
- Demonstrates understanding and facility at interpretation after silent reading
- Makes connections between the text read and other books
- Goes beyond the text to make more sophisticated interpretations
Guided Reading Program

Running Records

A running record is a tool used to assess students’ reading behaviors and comprehension. A benchmark book and a running record form, with text from the book, are used for assessment. Analyzing students’ performance will help teachers identify students’ reading levels, check their fluency, find weaknesses in comprehension and plan effective guided reading instruction.

Notes to Teacher:

- Benchmark books, identified in the guided reading program, are to be utilized for assessment purposes only.
- Running records will be administered to students as part of the ESL Unit assessments.

*School based resources can be used in addition to the above required resources, but cannot replace the resources in the unit.
## Comprehension Clubs

<table>
<thead>
<tr>
<th>Community &amp; Relationships—It Happened in School</th>
<th>Toolkit Texts (Nonfiction)</th>
<th>CCSS: Text Exemplars (Appendix B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read Aloud</td>
<td>Toolkit Texts are short articles that can be used to support literacy, content area instruction, and as models for nonfiction writing across the curriculum. English and Spanish versions of the articles are on the accompanying CD-ROM.</td>
<td>Stories: Averill, Esther, The Fire Cat</td>
</tr>
<tr>
<td>Boelts, Maribeth. “Those Shoes”</td>
<td></td>
<td>Informational Texts: St. George, Judith, So You Want To Be President</td>
</tr>
<tr>
<td>Saltzberg, Barney. “Crazy Hair Day”</td>
<td></td>
<td>[<a href="http://www.corestandards.org/assets/Appendix">http://www.corestandards.org/assets/Appendix</a> B.pdf](<a href="http://www.corestandards.org/assets/Appendix">http://www.corestandards.org/assets/Appendix</a> B.pdf)</td>
</tr>
<tr>
<td>Thaler, Mark. “The Class From the Black Lagoon”</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Recommended Articles:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Sam Goes Trucking</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Book Clubs</strong></td>
<td></td>
</tr>
<tr>
<td>Rathmann, Peggy. “Ruby the Copycat”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kenah, Katherine. “The Best Seat in Second Grade”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grimes, Nikki. “Make Way for Dyamonde Daniel”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thaler, Mike. “The Gym Teacher from the Black Lagoon”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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** toolkit texts:** short articles that can be used to support literacy, content area instruction, and as models for nonfiction writing across the curriculum. English and Spanish versions of the articles are on the accompanying CD-ROM.
Lessons From the Masters: Improving Narrative Writing

Bend I Studying the Masters for Inspiration and Ideas

1. Discovering Small Moments That Matter: Generating Ideas for Writing p. 2
2. Capturing Story Ideas: Tiny Topics Notepads p. 12
3. Stretching Out Small Moments p. 20
4. Writing with Detail: Magnifying a Small Moment p. 28
5. Revising with the Masters: Crafting Powerful Endings p. 38
6. Rereading Like Detectives: Making Sure Writing Makes Sense and Sounds Right p. 43
7. Working Hard: Setting Goals and Making Plans for Writing Time p. 52

Bend II Noticing Author’s Craft: Studying Imagery, Tension, and Literary Language in *Owl Moon*

8. Revising with Intent p. 64
9. Close Reading: Learning Writing Moves from a Text p. 75
10. Learning to Write in Powerful Ways: Trying Out Craft Moves Learned from Mentor Authors p. 92
11. Learning to Write in Powerful Ways: Trying Out a Second Craft Move p.103
12. Emulating Authors in Ways that Matter: Revising for Precise and Specific Language p. 121
13. Mining Mentor Texts for Word Choice: Studying and Revising for Precise and Specific Language p. 121
14. Rereading and Quick Editing: Preparing for Mini-Celebration p. 130
15. Editing and Preparing for Publication p. 153

Culminating Activity: Class, Grade, or School-Wide Celebration

19. A Celebration p. 159
Students will have the opportunity to celebrate *and* share their writing efforts with an audience. The audience may consist of their classmates, neighboring/buddy classes, parents and family members, staff, and school/district administrators.

Note to Teacher: The number of lessons in Lessons from the Masters have been adjusted to support instruction and the inclusion of a culminating celebration.

**Writing Exemplars by CCSS: Appendix C**
<table>
<thead>
<tr>
<th>Task Level</th>
<th>Linguistic Complexity</th>
<th>Vocabulary Usage</th>
<th>Language Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Entering</td>
<td>Single words, set phrases or chunks of simple language; varying amounts of text may be copied or adapted; adapted text contains original language.</td>
<td>Usage of highest frequency vocabulary from school setting and content areas.</td>
<td>Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may be significantly impeded in original text.</td>
</tr>
<tr>
<td>2 Emerging</td>
<td>Phrases and short sentences; varying amount of text may be copied or adapted; some attempt at organization may be evidenced.</td>
<td>Usage of general language related to the content area; lack of vocabulary may be evident.</td>
<td>Generally comprehensible when text is adapted from model or source text, or when original text is limited to simple text; comprehensibility may be often impeded by errors.</td>
</tr>
<tr>
<td>3 Developing</td>
<td>Simple and expanded sentences that show emerging complexity used to provide detail.</td>
<td>Usage of general and some specific language related to the content area; lack of needed vocabulary may be evident.</td>
<td>Generally comprehensible when writing in sentences; comprehensibility may from time to time be impeded by errors when attempting to produce more complex text.</td>
</tr>
<tr>
<td>4 Expanding</td>
<td>A variety of sentence lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity.</td>
<td>Usage of specific and some technical language related to the content area; lack of needed vocabulary may be occasionally evident.</td>
<td>Generally comprehensible at all times, errors don’t impede the overall meaning; such errors may reflect first language interference.</td>
</tr>
<tr>
<td>5 Bridging</td>
<td>A variety of sentence lengths of varying linguistic complexity in a single organized paragraph or in extended text; cohesion and organization</td>
<td>Usage of technical language related to the content area; evident facility with needed vocabulary.</td>
<td>Approaching comparability to that of English proficient peers; errors don’t impede comprehensibility.</td>
</tr>
<tr>
<td>6 Reaching*</td>
<td>A variety of sentence lengths of varying linguistic complexity in a single tightly organized paragraph or in well-organized extended text; tight cohesion and organization</td>
<td>Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or technical language.</td>
<td>Has reached comparability to that of English proficient peers functioning at the “proficient” level in state-wide assessments.</td>
</tr>
</tbody>
</table>
# Suggested Websites for Unit 1

- **Reading Games**  
  PBS kids.org offers a variety of reading games that support learning of early literacy skills such as phonemic awareness, phonics, and vocabulary development. [http://www.pbskids.org/games/reading.html](http://www.pbskids.org/games/reading.html)

- **Starfall**  
  Phonics and learning to read activities for grades K-3. [www.starfall.com](http://www.starfall.com)

- **Reading Rockets**  
  Strategies, lessons, activities and ideas designed to help students learn to read. [www.readingrockets.org/](http://www.readingrockets.org/)

- **NetTrekker**  
  High quality common core standards-aligned digital resources to create engaging lessons. [http://school.nettrekker.com/ntw/PatersonNJ](http://school.nettrekker.com/ntw/PatersonNJ)

- **Florida Center for Reading Research**  
  Research on reading and research-based activities related to literacy instruction. [www.fcrr.org](http://www.fcrr.org)

- **Read Write Think**  
  International Reading Association (IRA) website with grade level lesson plans, articles, and resources to support English Language Arts. [http://www.readwritethink.org/](http://www.readwritethink.org/)

- **Brain Pop Jr.**  
  Educational videos to support skills in all subject areas for grades K-4. [www.brainpopjr.com](http://www.brainpopjr.com)
### ELL Resources

- **“Word clouds” from text that you provide** - [http://www.wordle.net/](http://www.wordle.net/)
- **Bilingual website for students, parents and educators** - [http://www.colorincolorado.org/](http://www.colorincolorado.org/)
- **Learn a language for FREE** - [www.Duolingo.com](http://www.Duolingo.com)
- **Time on task for students** - [http://www.online-stopwatch.com/](http://www.online-stopwatch.com/)
- **Differentiation activities for students based on their lexile** - [www.Mobymax.com](http://www.Mobymax.com)
- **WIDA** - [http://www.wida.us/](http://www.wida.us/)
- **Everything ESL** - [http://www.everythingESL.net](http://www.everythingESL.net)
  Judy Haynes’ ESL website with a discussion forum, lesson plans, teaching tips, & resources for teachers
- **ELL Tool Box Suggestion Site** - [http://www.wallwisher.com/wall/elltoolbox](http://www.wallwisher.com/wall/elltoolbox)
  best practices for various aspects of an English language classroom
- **Hope4Education** - [http://www.hope4education.com](http://www.hope4education.com)
  Books, online workshops, on-site training and presentations, help meeting the NCLB and state curriculum standards, discussion forums, and tele-chats hosted by Hope Blecher-Sass
  Mary Ann Zehr's blog for Education Week - news, controversies, initiatives, research, legislative updates about teaching English language learners
- **FLENJ (Foreign Language Educators of NJ) 'E-Verse' wiki** - [http://www.flenj.org/Publications/?page=135](http://www.flenj.org/Publications/?page=135)
- **OELA** - [http://www.ed.gov/offices/OBEMLA](http://www.ed.gov/offices/OBEMLA)
  The Office of English Language Acquisition, Language Enhancement, and Academic Achievement for Limited English Proficient Students
# ELL Resources

- **New Jersey Department of Education- Bilingual Education information**  [http://www.state.nj.us/education/bilingual/](http://www.state.nj.us/education/bilingual/)
- **Learning Resource Centers (LRC Network)**  [http://www.state.nj.us/education/lrc](http://www.state.nj.us/education/lrc)
  
  supported through the NJDOE, Office of Special Education Programs.  
  Click on "Services" and scroll down to the library in your region.

- **1-Language.com**  [http://www.1-language.com](http://www.1-language.com)
  Activities, exercises, worksheets, forums, chats, articles, and more

- **Repeat After Us**  [http://repeatafterus.com/](http://repeatafterus.com/)
  The best collection of copyright-free English texts and scripted recordings

- **Learning Vocabulary Can Be Fun**  [http://www.vocabulary.co.il](http://www.vocabulary.co.il)
  Games and quizzes for practicing vocabulary

## Students K-8

- **Kindersite**  [http://www.kindersite.org](http://www.kindersite.org)
  1,000s of links to graded English content suitable for 2 to 6 year olds

- **Learning Games for Kids**  [http://www.learninggamesforkids.com](http://www.learninggamesforkids.com)
  Learning games and songs for preschool and elementary children

- **SpellingCity.com**  [http://www.SpellingCity.com](http://www.SpellingCity.com)
  Lessons, Games, Tests, over 25,000 words, students can practice teacher-assigned words

- **Starfall.com**  [http://www.starfall.com](http://www.starfall.com)
  Phonics lessons, interactive books, and word games

- **AAA Math**  [http://www.aamatematicas.com](http://www.aamatematicas.com)
  over 2500 interactive math lesson pages

- **NASA's Space Place**  [http://spaceplace.nasa.gov](http://spaceplace.nasa.gov)
  NASA's education program; also available in Spanish
ELL Resources

- Achieve 3000- http://www.achieve3000.com/

Students K-12

- Teaching Reading and Language Arts - http://teachingreadingandla.pbworks.com
  Sites and resources for classroom instruction compiled by Keith Schoch
- Mrs. Hurley's ESL Pagehttp://www.mrshurleysesl.com
  Tips, activities, information & links for students and teachers
  Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
  Implement "Centers" in a high school classroom using the i-pod touch
  A comprehensive science education and reference site spanning a broad range of Earth and Space Science topics and related topics in the humanities
- ESL Summer Programs at Colleges in New York State for Kids & Teens 8-18
  Search by college or location. Updated annually