Supplemental ESL II

A Sense of Self

Grades 2/3:

Unit 2 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.
# Pacing Chart – Unit 2

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>CCSS</th>
<th>Instruction: 5 weeks</th>
<th>Assessment: 1 week</th>
<th>Remediation/Enrichment: 1 week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Describe how characters in story respond to major events and challenges.</td>
<td>RL.2.3, RL.3.3</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot.</td>
<td>RL.2.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text.</td>
<td>RI.2.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text.</td>
<td>RI.2.2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Identify and use various text features (e.g., captions), to locate key facts or information and to words and phrases relevant to a grade two topic.</td>
<td>RI.2.4; RI.2.5</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>6</td>
<td>Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text.</td>
<td>RI.2.7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Compose friendly letters in which commas are used correctly in a greeting and closing.</td>
<td>L.2.2b</td>
<td></td>
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</tr>
</tbody>
</table>
### Effective Pedagogical Routines/Instructional Strategies

<table>
<thead>
<tr>
<th>Collaborative problem solving</th>
<th>Word Study Drills</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Establishing text-based norms for discussions &amp; writing</td>
<td>Diagrams, charts and graphs</td>
</tr>
<tr>
<td>Establishing metacognitive reflection &amp; articulation as a regular pattern in learning</td>
<td>Storytelling</td>
</tr>
<tr>
<td>Quick Writes</td>
<td>Coaching</td>
</tr>
<tr>
<td>Think Pair Share</td>
<td>Reading partners</td>
</tr>
<tr>
<td>Turn and Talk</td>
<td>Visuals</td>
</tr>
<tr>
<td>Charting</td>
<td>Reading Aloud</td>
</tr>
<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>
</tr>
<tr>
<td>Modeling</td>
<td>Choral reading</td>
</tr>
<tr>
<td></td>
<td>Reader’s/Writer’s Notebooks</td>
</tr>
</tbody>
</table>
### Educational Technology 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

<table>
<thead>
<tr>
<th><strong>Technology Operations and Concepts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Identify the basic features of a computer and explain how to use them effectively.</td>
</tr>
<tr>
<td>□ Use technology terms in daily practice.</td>
</tr>
<tr>
<td>□ Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages.</td>
</tr>
<tr>
<td>□ Create a document with text using a word processing program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Creativity and Innovation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Illustrate and communicate original ideas and stories using digital tools and media-rich resources.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Communication and Collaboration</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using electronic tools.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Digital Citizenship</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Model legal and ethical behaviors when using both print and non-print information by citing resources.</td>
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</tbody>
</table>

<table>
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<tr>
<th><strong>Research and Information Literacy</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Critical Thinking, Problem Solving, and Decision-Making</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Use mapping tools to plan and choose alternate routes to and from various locations.</td>
</tr>
</tbody>
</table>

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

### Basic Computer Skills
- Turn the monitor and computer on and off
- Log on and off of the computer
- Log on to the computer with user ID
- Verbally identify and use all computer parts

### Word Processing Skills
- Locate and use Function Keys
- Type, edit and print simple sentences
- Capital letter at beginning of sentence
- Spacebar once between words and sentences
- Period/Question Mark at the end of sentence

### Keyboarding Skills
- Demonstrate awareness of home row keys
- Demonstrate proper fingering of home row keys

### Programs
- Microsoft Word
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>Proficiency</th>
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<tbody>
<tr>
<td>6- Reaching</td>
<td>Specialized or technical language reflective of the content areas at grade level</td>
</tr>
<tr>
<td></td>
<td>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</td>
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<tr>
<td></td>
<td>Oral or written communication in English comparable to proficient English peers</td>
</tr>
<tr>
<td>5- Bridging</td>
<td>Specialized or technical language of the content areas</td>
</tr>
<tr>
<td></td>
<td>A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</td>
</tr>
<tr>
<td></td>
<td>Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</td>
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<tr>
<td>4- Expanding</td>
<td>Specific and some technical language of the content areas</td>
</tr>
<tr>
<td></td>
<td>A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</td>
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<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>3- Developing</td>
<td>General and some specific language of the content areas</td>
</tr>
<tr>
<td></td>
<td>Expanded sentences in oral interaction or written paragraphs</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>2- Beginning</td>
<td>General language related to the content area</td>
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<td></td>
<td>Phrases or short sentences</td>
</tr>
<tr>
<td></td>
<td>Oral or written language with phonological, syntactic, or semantic errors that often impede the communication when presented with one to multiple-step commands, directions, or a series of statements with sensory, graphic or interactive support</td>
</tr>
<tr>
<td>1- Entering</td>
<td>Pictorial or graphic representation of the language of the content areas</td>
</tr>
<tr>
<td></td>
<td>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</td>
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</tbody>
</table>
## 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>
<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>
</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>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<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>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</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>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
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<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
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</tbody>
</table>

### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
# 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

**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: 2 Level 2.5-3.4 | Topic: A Sense of Self  
READING: Fiction & Non Fiction  
WRITING: Informative |
|-----------------------|--------------------------------------------------------------------------------|

**CCSS:**
- Reading Literature: 2.3, 2.7, 3.3
- Reading Informational Text: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9
- Reading Foundational Skills: 2.3a, 2.3b, 2.3c, 2.3f, 2.4a, 2.4b, 2.4c
- Writing: 2.2, 2.5, 2.6, 2.7, 2.8
- Language: 2.1a, 2.1c, 2.1e, 2.2b, 2.2e, 2.4e
- Speaking and Listening: 2.1a, 2.1b, 2.1c, 2.2, 2.3, 2.4, 2.5, 2.6

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

<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Language Objective</th>
<th>Essential Questions</th>
<th>Sample Activities</th>
<th>Resources</th>
</tr>
</thead>
</table>
| 1. Describe how characters in a story respond to major events and challenges.  
RL 2.3, RL 3.3 | Describe actions of characters using a story map and/or a character web.  
RL 2.3, RL 3.3 | • Can I retell the story in sequential order?  
• How do the characters respond to important challenges in the story?  
• What effect do the events in the story have on the characters?  
• How does the character change throughout the story? | • Given an event and three characters, students will match each character to their listed responses.  
• Incorporate a character trait reading response graphic organizer during reading.  
• After reading a selection, students are given an opportunity to discuss and describe the actions of characters through the support | Story map  
Pictures  
Word wall |
<table>
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<tr>
<td></td>
<td></td>
<td>- Who are the major characters?</td>
<td>of sentence frames and word lists/word walls.</td>
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<td></td>
<td></td>
<td>- Select a character in a story that you have read to the students (or that all the students have read), and then create a character map for that character. This map will serve as the demonstration model you show the class during the introduction.</td>
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</tbody>
</table>
| 2. Examine the illustrations, individual word choices or phrases within a story (print or digital) to describe character traits, setting or plot. | Describe character traits, setting or plot *using illustrations, word choices and a word wall.* RL.2.7 | - What clues in the illustrations or word choices in the story help you understand the setting?  
- What did you learn about the characters, setting, or plot from the illustrations the author used? | - Have students use graphic organizers, charts and word wall to analyze illustrations and individual word choices to describe a character. Then create a character map.  
- Develop anchor charts that will grow over time with words; describe setting, character and plot.  
- Given an excerpt from a story, students will highlight words or phrases that help them have | [Illustrations](#)  
[Word wall](#) |
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</table>
| 3. Ask and answer questions pertaining to who, what, when, and where using key details or facts from the text. | Ask and answer questions related to “wh” questions (i.e. who, what, when, and where) using information from text using a graphic organizer and/or word wall. | • Who is the story about?  
• Where did it take place?  
• What is happening in the story?  
• Why do you think the author included that detail?  
• How do you know that is a key detail?  
• How do you the key details make a difference in the story? | After reading an informational text, students will determine and highlight the key details from the text.  
Given and excerpt, students will demonstrate understanding of the character by writing a descriptive paragraph citing specific textual evidence from the text.  
After reading an informational text, engage students in an accountable talk discussion asking questions pertaining to who, what, when, where and how. | Graphic organizer  
Leveled text Word wall  
Template (Teacher made)  
Partner |
| 4. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. | Identify orally the main idea of a multi-paragraph text using a graphic organizer. | • What is the main idea of the text?  
• Can I identify the topic sentence in each paragraph?  
• How can I incorporate a | Teacher models using a graphic organizer during instruction to keep track of the main ideas and supporting details in each paragraph.  
Given the main topic of an excerpt, students will | Graphic organizer  
Word wall |
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<tr>
<td>RI.2.2</td>
<td></td>
<td>map or graphic organizer to use to keep track of the main ideas in each paragraph?</td>
<td>highlight the subtopic of each paragraph.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>• What is the focus of this paragraph?</td>
<td>• After reading an appropriately leveled informational text, students will highlight the subtopic of each paragraph.</td>
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</tr>
<tr>
<td>RI.2.2</td>
<td>Answer comprehension questions by applying information gained from text features and the text using pictures and graphs</td>
<td>What strategies can you use to help you find what a word means?</td>
<td>Given an informational excerpt, students will identify unknown words and use context clues within the sentences to determine the meaning of a word or phrase.</td>
<td>Graphs Adapted text</td>
</tr>
<tr>
<td>RI.2.4, RI 2.5</td>
<td>RI.2.4, RI 2.5</td>
<td>Where would you find a glossary or index in your book?</td>
<td>Given five topics/subtopics, students will utilize the index of a text to determine the pages they should refer to when looking for an answer.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Why are icons important, and how do they help us locate key facts?</td>
<td>Given a screenshot of icons and a list of topics/data/information, students will match the image of the appropriate icon with the topic/data/information that can be found there.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Why do you think the author wrote that word in bold print?</td>
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</tr>
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</tbody>
</table>
| 6. Describe an image (e.g., picture, graphic) from a text and explain how the image contributes and clarifies the text. RI 2.7 | Describe and explain how an image contributes to the understanding of the text using visuals. RI 2.7 | - How does reading the chart, diagram help you understand what the author is trying to say?  
- What information from the diagram helps you understand?  
- What does the illustration show you? | - Teacher reads a section (chunk) and points to illustrations to help the students better understand the text. Students will draw an illustration to represent their interpretation of what the text says.  
- Students record words/phrases on post it notes based on images from the text. | Partner Visuals |
| 7. Compose friendly letters in which commas are used correctly in a greeting and closing. L.2.2.b | Incorporate commas when writing a friendly letter using a model. L.2.2.b | - How can I determine when to incorporate a comma in my letter? | - Teacher models writing a friendly letter and using commas in the greeting and closing correctly.  
- Given two letters, students will correctly punctuate both greetings and both closings. | Template Word Wall |
<table>
<thead>
<tr>
<th>over</th>
<th>name</th>
<th>boy</th>
<th>such</th>
<th>change</th>
</tr>
</thead>
<tbody>
<tr>
<td>new</td>
<td>good</td>
<td>following</td>
<td>because</td>
<td>off</td>
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<tr>
<td>sound</td>
<td>sentence</td>
<td>came</td>
<td>turn</td>
<td>play</td>
</tr>
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<td>take</td>
<td>man</td>
<td>here</td>
<td>spell</td>
<td>only</td>
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<td>think</td>
<td>show</td>
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<td>air</td>
<td>little</td>
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<td>work</td>
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<td>great</td>
<td>around</td>
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<td>animals</td>
<td>want</td>
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<td>read</td>
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<td>small</td>
<td>need</td>
<td>page</td>
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<td>set</td>
<td>land</td>
<td>letters</td>
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<td>different</td>
<td>mother</td>
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<td>back</td>
<td>line</td>
<td>end</td>
<td>home</td>
<td>answer</td>
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<td>found</td>
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<td>try</td>
<td>still</td>
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<td>should</td>
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<td>America</td>
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<td>just</td>
<td>tell</td>
<td>even</td>
<td>again</td>
<td>world</td>
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</tbody>
</table>
*Please be mindful to 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:

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 2 Lesson Cards

28. /e/ Spelled ee and ea  
29. /e/ Spelled e and e_e  
30. /e/ Spelled e and e_e; Reviewing /e/ Spellings  
31. /a/ Spelled ai_ and _ay  
32. /a/ Spelled a_e and a  
33. /a/ Spelled a_e and a; Reviewing /a/ Spellings  
34. /e/ Spelled ee, ea, e, and a  
35. /a/ Spelled ai_, _ay, a_e, and a  
37. /e/ Spelled _ie_, _y, and _ey  
38. /e/ Spelled _ie_, _y, _ey, ee, ea, e ad e_e  
39 /e/ Spelled ee, ea, e and e_e; Reviewing /e/ Spellings  
40. /s/ Spelled ce, ci_, and cy  
41. /s/ Spelled ce, ci_, and cy  
42. /j/ Spelled ge and gi_  
43. /j/ Spelled ge and gi_; Reviewing Sounds  
44. Unit Review

## Level 2 Unit 3 Lesson Cards

45. /i/ Spelled _igh, _e, and i  
46. /i/ Spelled _igh, _e, and i  
47. /i/ Spelled _y and _ie  
48. /i/ Spelled _y and _ie; Reviewing /i/ Spellings  
49. /o/ Spelled ow and oa  
50. /o/ Spelled o_e and o  
51. /o/ Spelled o_e and O; Reviewing /o/ Spellings  
52. /i/ Spelled _igh, I, _e, _y, and _ie  
53. /o/ Spelled ow, oa_, o_e, and o  
54. /o/ Spelled ow, oa_, o_e, and o; Reviewing /i/ and /o/ Spellings
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. In the first months of kindergarten, guided reading is about teaching students the routines and reading behaviors they need to become successful independent readers.

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>Toolkit Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A Sense of Self - Like No One Else</strong>&lt;br&gt;<strong>Read Aloud</strong></td>
</tr>
<tr>
<td>Intrater, Grobel, Roberta. “Two Eyes, a Nose, and a Mouth”</td>
</tr>
<tr>
<td>Lionni, Leo. “Alexander and the Wind-Up Mouse”</td>
</tr>
<tr>
<td>Lovell, Patty. “Stand Tall, Molly Lou Melon”</td>
</tr>
<tr>
<td>Winter, Jeanette &amp; Jonah. “Diego”</td>
</tr>
<tr>
<td>Myers, Walter Dean. “Looking Like Me”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Book Clubs</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>McDonald, Megan. “Stink: The Incredible Shrinking Kid”</td>
</tr>
<tr>
<td>Messner, Kate. “Marty McQuire”</td>
</tr>
<tr>
<td>Andreae, Giles. “Giraffes Can’t Dance”</td>
</tr>
<tr>
<td>Miles, Ellen. “Goldie”</td>
</tr>
</tbody>
</table>

## Toolkit Texts (Nonfiction)

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.

### Recommended Articles:

- **Shadows**

## CCSS: Text Exemplars (Appendix B)

- **Stories:**
  - LaMarche, Jim. “The Raft”

- **Read-Aloud Stories:**
  - Thurber, James. “The Thirteen Clocks”

- **Poetry:**
  - Giovanni, Nikki “Knoxville, Tennessee”

- **Informational Texts:**
  - Gibbons, Gail. “From Seed to Plant”

[http://www.corestandards.org/assets/Appendix_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
Lab Reports and Science Books

Bend I: Writing as Scientists Do

1. Learning to Write about Science p. 2
2. Studying a Mentor Text: Procedural Writing p. 12
3. New Wonderings, New Experiments p. 20
4. Authors Share Scientific Ideas/Conclusions p. 29

Bend II: Writing to Teach Others about Our Discoveries

5. Studying a Mentor Text: The “Results” Page p. 62
6. Comparing Results and Reading More Expert Materials to Consider New Questions p. 66
7. Designing and Writing a New Experiment p. 73
8. Editing: Domain-Specific Language p. 79

Bend III: Writing about Forces and Motion in Information Books

9. Drawing an All We Know to Rehearse and Plan Information Books p. 88
10. Tapping Informational Know-How for Drafting p. 94
12. Using Comparisons to Teach Readers p. 108
13. Showing Hidden Worlds with Science Writing p. 115
15. Editing: Aligning Expectations to the Common Core p. 125

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

16. 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**
Suggested Websites for Unit 2

- **Reading Games**
  PBS kids.org offers a variety of reading games that support learning of early literacy skills such as phonemic awareness, phonic, 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)

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

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

- **NetTrekker**
  High quality, Common Core standards-aligned digital resources to create engaging lessons. [http://schoolnettrekker.com/ntw/PatersonNJ](http://schoolnettrekker.com/ntw/PatersonNJ)

*School based resources can be used in addition to the above required resources, but cannot replace the resources in the unit*
**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' s 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
ELL Resources

Students

- **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)
ELL Resources

NASA's education program; also available in Spanish

- **Achieve 3000** - [http://www.achieve3000.com](http://www.achieve3000.com)

**Students K-12**

- **Teaching Reading and Language Arts** - [http://teachingreadingandla.pbworks.com](http://teachingreadingandla.pbworks.com)
  Sites and resources for classroom instruction compiled by Keith Schoch
- **Mrs. Hurley's ESL Page** - [http://www.mrshurleysesl.com](http://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
- **Windows to the Universe**
  - English: [http://www.windows.ucar.edu](http://www.windows.ucar.edu)
  - Spanish: [http://www.windows.ucar.edu/spanish](http://www.windows.ucar.edu/spanish)
  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