

# Supplemental ESL II



**Living Things**  
**Reading: Fiction & Non Fiction Writing: Poetry**

**Grades 2/3:**  
**Unit 4**

**(2.5-3.3)**

## *Course Description*

### *(Workshop Model)*

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 4

	Student Learning Objective	CCSS	
1	Describe the structure of a story, including a description of the introduction and closing action.	RL.2.5	Frontloading: 1 week Instruction: 6 weeks Assessment: 1 week Remediation/Enrichment: 1 week
2	Use print or digital text and illustrations to develop understanding of a story’s characters, setting, or plot.	RL.2.7	
3	Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors.	RL.2.9	
4	Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how.	RI.2.1	
5	Using informational texts, describe connections between scientific ideas or concepts.	RI.2.3	
6	Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.	RI.2.4; RI.2.5	
7	Describe how reasons support specific points the author makes in a text.	RI.2.8	
8	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9	
9	Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and suffixes (e.g., -ful, -less, -er)	RF.2.3d	
10	Apply the writing process to develop an informative/explanatory composition that introduces the topic; provides researched facts and definitions to develop specific points, and includes a closing sentence.	W.2.2, W3.3	

**Effective Pedagogical Routines/Instructional Strategies**

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

- **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/>

## 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

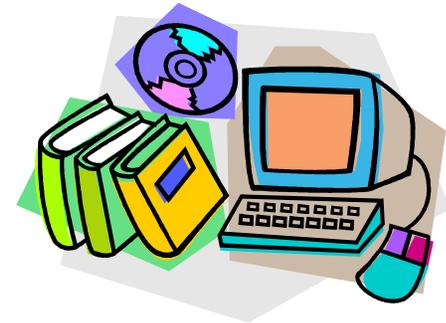
- Locate and use Function Keys
- Type, edit and print simple sentences
- Capital letter at beginning of sentence
- Spacebar once between words and sentences
- Period/Question Mark at the end of sentence

### 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:

<b>6- Reaching</b>	<ul style="list-style-type: none"> <li>• Specialized or technical language reflective of the content areas at grade level</li> <li>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• Oral or written communication in English comparable to proficient English peers</li> </ul>
<b>5- Bridging</b>	<ul style="list-style-type: none"> <li>• Specialized or technical language of the content areas</li> <li>• A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports</li> <li>• Oral or written language approaching comparability to that of proficient English peers when presented with grade level material.</li> </ul>
<b>4- Expanding</b>	<ul style="list-style-type: none"> <li>• Specific and some technical language of the content areas</li> <li>• A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs</li> <li>• 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</li> </ul>
<b>3- Developing</b>	<ul style="list-style-type: none"> <li>• General and some specific language of the content areas</li> <li>• Expanded sentences in oral interaction or written paragraphs</li> <li>• 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</li> </ul>
<b>2- Beginning</b>	<ul style="list-style-type: none"> <li>• General language related to the content area</li> <li>• Phrases or short sentences</li> <li>• 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</li> </ul>
<b>1- Entering</b>	<ul style="list-style-type: none"> <li>• Pictorial or graphic representation of the language of the content areas</li> <li>• 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</li> </ul>

## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

<u>Time/General</u>	<u>Processing</u>	<u>Comprehension</u>	<u>Recall</u>
<ul style="list-style-type: none"> <li>• Extra time for assigned tasks</li> <li>• Adjust length of assignment</li> <li>• Timeline with due dates for reports and projects</li> <li>• Communication system between home and school</li> <li>• Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>• Extra Response time</li> <li>• Have students verbalize steps</li> <li>• Repeat, clarify or reword directions</li> <li>• Mini-breaks between tasks</li> <li>• Provide a warning for transitions</li> <li>• Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>• Precise step-by-step directions</li> <li>• Short manageable tasks</li> <li>• Brief and concrete directions</li> <li>• Provide immediate feedback</li> <li>• Small group instruction</li> <li>• Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher-made checklist</li> <li>• Use visual graphic organizers</li> <li>• Reference resources to promote independence</li> <li>• Visual and verbal reminders</li> <li>• Graphic organizers</li> </ul>
<u>Assistive Technology</u>	<u>Tests/Quizzes/Grading</u>	<u>Behavior/Attention</u>	<u>Organization</u>
<ul style="list-style-type: none"> <li>• Computer/whiteboard</li> <li>• Tape recorder</li> <li>• Spell-checker</li> <li>• Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>• Extended time</li> <li>• Study guides</li> <li>• Shortened tests</li> <li>• Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>• Consistent daily structured routine</li> <li>• Simple and clear classroom rules</li> <li>• Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Individual daily planner</li> <li>• Display a written agenda</li> <li>• Note-taking assistance</li> <li>• Color code materials</li> </ul>

## Interdisciplinary Connections

### **Science:** Grow a Plant

At [www.bbc.co.uk/schools/science\\_clips/ages/5\\_6/growing\\_plants\\_fs.shtml](http://www.bbc.co.uk/schools/science_clips/ages/5_6/growing_plants_fs.shtml) students can grow a plant, labeling the parts of the plant, and take a quiz on their knowledge of plant growth. Comprehension Clubs- *“Living Things”*

### **Science/Literacy:** Who Eats What?

Fountas & Pinnell, *“Comprehension Clubs Implementation Guide”* p. 95. Invite children to work in pairs to make a game that matches predators and prey from the reading. Have them use 12 index cards to draw and label six different predators and their prey. When the card are ready, children can place them facedown and invite other children to turn cards over and make matches. Comprehension Clubs- *“Living Things”*

### **Technology**

Have students use Microsoft Word to type and edit one of this unit’s writing activities. Assist students in utilizing the *cut* and *paste* commands to move whole highlighted sentences or blocks of text. If the *drag* and *drop* function is available, have students practice highlighting and using that function.

### **Art**

Have students make a wall spider. Students draw or paint individual spiders to place on the classroom bulletin board.

Comprehension Clubs- *“A House Spider’s Life”*

## 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  $\geq 3.5$ )
- NJDOE Model Curriculum Unit Assessment (Students with CPL  $\geq 3.5$ )
- ESL Unit Level 1-2 Assessment (Students with CPL  $\leq 3.4$ )
- 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

<b>Grades: 2/3</b>	<b>Unit: 4</b> <b>Level 2.5-3.4</b>	<b>Topic: Living Things</b> <b>Reading: Fiction &amp; Non Fiction</b> <b>Writing: Poetry</b>
<b>Standards: CCSS:</b> Reading Literature: 2.4, 2.5, 2.7, 2.9, 3.9 Reading Informational Text: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.6, 2.7, 2.8, 2.9, 3.9 Reading Foundational Skills: 2.3b, 2.3d, 2.3e, 2.3f, 2.4a, 2.4b, 2.4c Writing: 2.2, 2.5, 2.6, 2.8 Language: 2.1f, 2.2e, 2.4b, 2.4e, 2.6,3.6 Speaking and Listening: 2.1a, 2.1b, 2.1c, 2.3, 2.6, 3.6		
<b>WIDA Standards: 1-5</b> <b>Listening, Speaking, Reading &amp; Writing</b>		

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
Describe the structure of a story, including a description of the introduction and closing action.  RL.2.5	Determine the beginning and ending of a familiar story with a logical order.  RL.2.5	<ul style="list-style-type: none"> <li>▪ Describe the beginning, middle and end of the story.</li> <li>▪ What are the character’s problems?</li> <li>▪ How does the character resolve the problem?</li> <li>▪ In which part of the story does most of the action occur?</li> </ul>	<ul style="list-style-type: none"> <li>- Given a story map, students will correctly label each plot element in the correct location on the map.</li> <li>- Given an illustration and a brief description of an event and three characters, students will match each character to their responses.</li> <li>- After reading a story, have students complete a story element graphic organizer with a peer.</li> </ul>	<a href="#">Story Map</a> <a href="#">Pictures and Photographs</a> <a href="#">Word/Picture Wall</a> <a href="#">L1 support</a> <a href="#">Sentence frames</a>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Use print or digital text and illustrations to develop understanding of a story’s characters, setting, or plot.</p> <p>RL.2.7</p>	<p>Identify illustrations or objects/tactual information in print or digital text that depicts characters.</p>	<ul style="list-style-type: none"> <li>▪ What clues in the illustrations or word choices in the story help you understand the setting?</li> <li>▪ What did you learn about the characters, setting, or plot from the illustrations the author used?</li> </ul>	<ul style="list-style-type: none"> <li>- Have students use graphic organizers, charts and a word wall to analyze illustrations and individual word choices to describe a setting. Use that information to create a setting diorama.</li> <li>- Develop anchor charts that will grow over time with words; describe setting, character and plot.</li> <li>- Given an excerpt from a story, students will highlight words or phrases that help them have a better understanding of the character, setting and plot.</li> </ul>	<p><a href="#">Story Map</a>  <a href="#">Word/Picture Wall</a>  <a href="#">Teacher Modeling</a>  <a href="#">L1 support</a>  <a href="#">Pictures and Photographs</a>  <a href="#">Sentence Frame</a></p>
<p>Describe the similarities and differences between two or more versions of the same story written from the perspective of two different cultures or authors. RL.2.9</p>	<p>Identify similarities between two episodes in a story.</p> <p>RL.2.9</p>	<ul style="list-style-type: none"> <li>▪ What are some of the differences you notice in the two stories?</li> <li>▪ Which culture (country) is represented in this story?</li> </ul>	<ul style="list-style-type: none"> <li>- Given two versions of the same story with illustrations, students will list two similarities and two differences between the texts and/or illustration.</li> <li>- After reading an appropriately leveled text with illustrations students will complete a Venn diagram with a partner.</li> </ul>	<p><a href="#">Venn Diagram</a>  <a href="#">Pictures and Photographs</a>  <a href="#">Word/picture wall</a>  <a href="#">L1 support</a>  <a href="#">Sentence frames</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Show comprehension of an event found in an informational text by asking and answering questions about key details such as who, what, where, when, why and how.</p> <p>RI.2.1</p>	<p>Answer who and what questions to demonstrate understanding of details in a familiar text.</p> <p>RI.2.1</p>	<ul style="list-style-type: none"> <li>▪ Who/what is this text about?</li> <li>▪ Where did it take place?</li> <li>▪ What is happening in the text?</li> <li>▪ When is this story taking place?</li> </ul>	<ul style="list-style-type: none"> <li>- Given ten incomplete sentences asking who, what, when, where and how questions students will answer questions with a provided word bank.</li> <li>- Students will be given a tic tac toe board with “wh” words, students take turns asking and answering questions while they play the game.</li> <li>- Complete a 5 W’s chart</li> </ul>	<p><a href="#">Story Map</a>  <a href="#">L1 text and/or support</a>  <a href="#">Word/Picture Wall</a>  <a href="#">Partner work</a>  <a href="#">Sentence frames</a></p>
<p>Using informational texts, describe connections between scientific ideas or concepts.</p> <p>RI.2.3</p>	<p>Identify individuals, events, or details in an informational text.</p> <p>RI.2.3</p>	<ul style="list-style-type: none"> <li>▪ How did inventions change history?</li> <li>▪ Which step would you do first and which step would you do last?</li> <li>▪ Why is it important to do step 1 first?</li> <li>▪ What do you think would happen if you did not follow the steps in order?</li> </ul>	<ul style="list-style-type: none"> <li>- After reading an appropriately leveled text about scientific inventions students use highlighters to highlight the invention and textual evidence to support how that invention changed history</li> <li>- Given a list of technical procedure steps, students will place the steps in correct order.</li> <li>- Teacher and students will engage in an accountable talk discussion (using accountable talk stems) about historical</li> </ul>	<p><a href="#">Web</a>  <a href="#">Word/Picture Wall</a>  <a href="#">L1 text and/or support</a>  <a href="#">Partner work</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
			events, inventions and scientific concepts.	
<p>Know and use text features (e.g., glossary) to locate key facts or information in a text and to determine the meaning of words and phrases relevant to a grade two topic or subject.</p> <p>RI.2.4; RI.2.5</p>	<p>Identify words related to a topic of a text. Identify details in informational text or its graphic representations.</p> <p>RI.2.4; RI.2.5</p>	<ul style="list-style-type: none"> <li>▪ What will you do if you come to a word you do not know?</li> <li>▪ What strategies can you use to help you find what a word means?</li> <li>▪ Where would you find a glossary or index in your book?</li> <li>▪ Can you retell key facts from the text?</li> </ul>	<ul style="list-style-type: none"> <li>- Engage in a cloze sentence/text activity. Given five sentences students have to replace the underlined word with a new vocabulary word.</li> <li>- After reading an appropriately leveled text, highlight unknown words and discuss with a partner the meaning of the word using context clues. Think pair share.</li> </ul>	<p><a href="#">Reference materials</a>  <a href="#">L1 support</a>  <a href="#">Pictures and Photographs</a></p> <p>Teacher guided group</p>
<p>Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.8</p>	<p>Identify points the author makes in an informational text.</p> <p>RI.2.8</p>	<ul style="list-style-type: none"> <li>▪ What does the writer think about the problem in the text?</li> <li>▪ What reasons in the text supports the author’s main purpose.</li> <li>▪ Why do you think the author wrote that</li> </ul>	<ul style="list-style-type: none"> <li>- After reading an appropriately leveled informational text, highlight and locate two supporting reasons provided by the author within the text.</li> <li>- Given six sentences, determine the author’s point of view (provide a selection of possible points of view for students to select from).</li> </ul>	<p><a href="#">L1 text and/or support</a>  <a href="#">Partner work</a>  <a href="#">Visuals</a>  <a href="#">Graphic organizer</a>  <a href="#">Word/Picture Wall</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		<p>sentence/paragraph?</p> <ul style="list-style-type: none"> <li>▪ Why did the author write this piece?</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher will provide students with a graphic organizer that states the author’s point of view. Students will complete the graphic organizer stating reasons from the text that support the provided point of view.</li> </ul>	
<p>Compare and contrast the most important points presented by two texts on the same topic. RI.2.9</p>	<p>Identify a common element between two texts on the same topic. RI.2.9</p>	<ul style="list-style-type: none"> <li>▪ What is the text about?</li> <li>▪ What are the key details?</li> <li>▪ Read both texts. What is the difference between them? (contrast)</li> <li>▪ How are the two pieces alike? (compare)</li> <li>▪ How do authors use compare/contrast to help readers understand information?</li> <li>▪ What signal words</li> </ul>	<ul style="list-style-type: none"> <li>- Given an appropriately leveled text, underline signal words and phrases that indicate the important points that author is making.</li> <li>- After reading two appropriately leveled informational texts with a partner, use a Venn Diagram to compare and contrast similarities and differences in both texts.</li> <li>- Provide students with two similarly themed and appropriately leveled texts to compare and contrast with a partner. Then engage in a whole group discussion.</li> </ul>	<p><a href="#">L1 text and/or support</a>  <a href="#">Venn diagram</a>  <a href="#">Small group</a>  <a href="#">Sentence frames</a>  <a href="#">Think -aloud</a>  <a href="#">Word/Picture Wall</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
		<p>would readers look for to identify compare/contrast?</p>		
<p>Decode words with common prefixes (e.g., un-, dis-, re-, pre-, mis) and suffixes (e.g., -ful, -less, -er) RF.2.3.d</p>	<p>Demonstrate emerging use of letter-sound knowledge to read words. RF.2.3.d</p>	<ul style="list-style-type: none"> <li>▪ Can you identify the common prefixes and suffixes within a text?</li> <li>▪ Are there any chunks you know that can help you figure out the meaning of the word?</li> <li>▪ Where can you find the prefix and suffix in a word?</li> <li>▪ Can you decode words with common prefixes and suffixes?</li> </ul>	<ul style="list-style-type: none"> <li>- Given six common prefixes and suffixes, students will match each to their meaning.</li> <li>- After reading an appropriately leveled text, highlight the prefixes and suffixes and determine the meaning of the word.</li> <li>- Provide students with a reference list of prefixes and suffixes that they can use to assist them during reading</li> </ul>	<p><a href="#">Partner work</a> <a href="#">Word/Picture Wall</a> <a href="#">Visuals</a> <a href="#">L1 support</a> Affix <a href="#">Charts</a></p>

NJDOE Student Learning Objective	Language Objective	Essential Questions	Sample Activities	Resources
<p>Apply the writing process to develop an informative/explanatory composition that introduces the topic; provides researched facts and definitions to develop specific points, and includes a closing sentence.</p> <p>W.2.2</p>	<p>Select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.</p> <p>W.2.2</p>	<ul style="list-style-type: none"> <li>▪ Are you writing to inform or explain?</li> <li>▪ What is your topic?</li> <li>▪ What is your topic sentence?</li>   <li>▪ How did you choose your idea?</li> <li>▪ What would be your next step in the writing process?</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher will model how to choose a topic and develop an outline for an informative writing piece.</li> <li>- Students will use a graphic organizer to organize the details of their writing.</li> <li>- Students will brainstorm topics for their informative writing and may use a provided list of options.</li> </ul>	<p><a href="#">L1 text and/or support</a>  <a href="#">Graphic organizer</a>  <a href="#">Word/Picture Wall</a>  <a href="#">Template</a>  <a href="#">Sentence frames</a></p>

over	name	boy	such	change
new	good	following	because	off
sound	sentence	came	turn	play
take	man	here	spell	only
think	show	why	air	little
say	also	asked	away	work
great	around	went	animals	want
know	where	farm	men	house
place	help	three	read	point
years	through	small	need	page
live	much	set	land	letters
me	before	put	different	mother
back	line	end	home	answer
give	right	does	us	found
most	too	another	move	study
very	means	well	try	still
after	old	large	kind	learn
things	any	must	hand	should
our	same	big	picture	America
just	tell	even	again	world

## SRA Imagine It!

### Routine Cards

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 5 Lesson Cards

79. /aw/ Spelled aw and au\_
80. /aw/ Spelled aw and au\_; Suffixes –er and –ness
81. Suffixes –er and –ness; Review
82. /aw/ Spelled augh, ough, all and al
83. /aw/ Spelled augh, ough, all and al; Suffixes –ly, –y, and –ed
84. Suffixes –ly, –y, and –ed; Review
- oy
85. The ough Spelling pattern
86. The ough Spelling patterns; Suffixes –less and –ful; Affixes as Syllables
87. Suffixes –less and –ful; Affixes as Syllables; Review
88. /oi/ Spelled \_oy and oi
89. /oi/ Spelled \_oy and oi; Multiple Meaning Words and Homophones
90. Multiple-Meaning Words and Homophones; Review
91. Reviewing /aw/ and /oi/
92. Reviewing /aw/ and /oi/; Words with the Same Base
93. Words with the Same Base; Review
94. Unit Review

## 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	Toolkit Texts (Nonfiction)	CCSS: Text Exemplars (Appendix B)
<p style="text-align: center;"><b><u>Living Things- Search &amp; Survive Read-Alouds</u></b></p> <p>Cowley, Joy. “<i>Chameleon</i>”</p> <p>Lewin, Betsy. “<i>Animal Snackers</i>”</p> <p>Himmelman, John. “<i>A House Spider’s Life</i>”</p> <p>Facklam, Margery. “<i>Bugs for Lunch</i>”</p> <p>Lauber, Patricia. “<i>Who Eats What</i>”?</p> <p style="text-align: center;"><b><u>Book Clubs</u></b></p> <p>Fowler, Allan. “<i>Plants That Eat Animals</i>”</p> <p>Himmelman, John. “<i>A Salamander’s Life</i>”</p> <p>Jenkins, Martin. “<i>The Emperor’s Egg</i>”</p> <p>Berger, Melvin &amp; Gilda. “<i>Dangerous Animals</i>”</p>	<p>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.</p> <p style="text-align: center;"><b><u>Recommended Articles:</u></b></p> <p style="text-align: center;"><i>Seeing with Sound</i></p> <p style="text-align: center;"><i>Slithering Snakes</i></p>	<p style="text-align: center;"><b><u>Stories:</u></b></p> <p><b>Stevens, Janet.</b> “<i>Tops and Bottoms</i>”</p> <p style="text-align: center;"><b><u>Poetry:</u></b></p> <p><b>Soto, Gary.</b> “<i>Eating While Reading</i>”</p> <p style="text-align: center;"><b><u>Read-Aloud Stories:</u></b></p> <p><b>Say, Allen.</b> “<i>The Sign Painter</i>”</p> <p style="text-align: center;"><b><u>Read-Aloud Informational Texts:</u></b></p> <p><b>Marl, Jan.</b> “<i>The Museum Book: A Guide to Strange and Wonderful Collections</i>”</p> <p style="text-align: center;"><b><u>Informational Texts:</u></b></p> <p><b>Milton, Joyce.</b> “<i>Bats: Creature of the Night</i>”</p> <p><a href="http://www.corestandards.org/assets/Appendix B.pdf">http://www.corestandards.org/assets/Appendix B.pdf</a></p>

## Writer's Workshop

### Writing about Reading

#### Poetry: Big Thoughts in Small Packages

##### Bend I Seeing with Poets' Eyes

1. Seeing with Poets' Eyes p. 2
2. Listening for Line Breaks p. 14
3. Putting Powerful Thoughts in Tiny Packages p. 22
4. Poets Find Poems in the Strong Feelings and Concrete Details of Life p. 31
5. Editing Poetry p. 39

##### Bend II Delving Deeper: Experimenting with Language and Sound to Create Meaning

6. Searching for Honest, Precise Words: Language Matters p. 50
7. Patterning through Repetition p. 60
8. Poems Are Moody p. 68
9. Using Comparisons to Clarify Feelings and Ideas P. 76
10. Stretching Out a Comparison p. 85

## Writer's Workshop

### Bend III Trying Structures on for Size

1. Studying Structure p. 96
2. Studying a Mentor Text with Poet' Eyes p. 104
3. Matching Structures to Feelings p. 113
4. Playing with Point of View p. 121
5. Revising Poems: Replacing Feeling Words with Word Pictures p. 130
6. Editing Poems: Reading Aloud to Find Trouble Spots p. 138
7. Presenting Poems to the World: An Author's Celebration p. 144

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



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.

### Writing Rubric of the WIDA Consortium (Grades 1-12)

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

## Suggested Websites for Unit 4

- **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>
- **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>
- **NetTrekker**  
High quality, Common Core standards-aligned digital resources to create engaging lessons. <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

- **Learning style quiz for students-** <http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>
- **“Word clouds” from text that you provide-**<http://www.wordle.net/>
- **Bilingual website for students, parents and educators:** <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/>
- **Differentiation activities for students based on their lexile-** [www.Mobymax.com](http://www.Mobymax.com)
- **WIDA-** <http://www.wida.us/>
- **Everything ESL -** <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>  
best practices for various aspects of an English language classroom
- **Hope4Education -** <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
- **Learning the Language** <http://blogs.edweek.org/edweek/learning-the-language/>  
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>
- **OELA -** <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/>
- **Learning Resource Centers (LRC Network)** <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>  
Activities, exercises, worksheets, forums, chats, articles, and more
- **Repeat After Us** - <http://repeatafterus.com/>  
The best collection of copyright-free English texts and scripted recordings
- **Learning Vocabulary Can Be Fun** - <http://www.vocabulary.co.il>  
Games and quizzes for practicing vocabulary

### Students K-8

- **Kindersite** - <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>  
Learning games and songs for preschool and elementary children
- **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>  
Phonics lessons, interactive books, and word games
- **AAA Math** - <http://www.aaamaticas.com>  
over 2500 interactive math lesson pages
- **NASA's Space Place** - <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 Page**<http://www.mrshurleysesl.com>  
Tips, activities, information & links for students and teachers
- **Children's Literature Web Guide** - <http://www.ucalgary.ca/~dkbrown/index.html>  
Many Internet resources related to books for children and young adults including lists, reviews, and lesson plans & more
- **21st Century Centers** <http://www.21stcenturycenters.com/21cc/Home.html>  
Implement "Centers" in a high school classroom using the i-pod touch
- **Windows to the Universe** - English: <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**  
<http://www.summeroncampus.com/main/ActivityProgramsList.asp?CategoryID=25>  
Search by college or location. Updated annually