

# CURRICULUM

ESL

GRADES: 2nd and 3rd

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

### **ACKNOWLEDGMENTS**

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The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:

**ESL**  
**2nd and 3rd Grade**

Date of Board Adoption:

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# RAHWAY PUBLIC SCHOOLS CURRICULUM

ESL - 2nd and 3rd

## *PACING GUIDE*

<b>Unit</b>	<b>Title</b>	<b>Pacing</b>
1	My Home	10 weeks
2	My Community	10 weeks
3	My World	10 weeks
4	What Can I do?	10 weeks

## **ACCOMMODATIONS**

<p><b>504 Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Weekly home-school communication tools (notebook, daily log, phone calls or email messages).</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Quiet corner or room to calm down and relax when anxious.</li> <li>● Reduction of distractions.</li> <li>● Permit answers to be dictated.</li> <li>● Hands-on activities.</li> <li>● Use of manipulatives.</li> <li>● Assign preferential seating.</li> <li>● No penalty for spelling errors or sloppy handwriting.</li> <li>● Follow a routine/schedule.</li> <li>● Provide student with rest breaks.</li> <li>● Use verbal and visual cues regarding directions and staying on task.</li> <li>● Assist in maintaining agenda book.</li> </ul>	<p><b>IEP Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide scaffolded vocabulary and vocabulary lists.</li> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials.</li> <li>● Provide extra visual and verbal cues and prompts.</li> <li>● Provide links to audio files and utilize video clips.</li> <li>● Provide graphic organizers and/or checklists.</li> <li>● Provide modified rubrics.</li> <li>● Provide a copy of teaching notes, especially any key terms, in advance.</li> <li>● Provide students with additional information to supplement notes.</li> <li>● Modify questioning techniques and provide a reduced number of questions or items on tests.</li> <li>● Allow additional time to complete assignments and/or assessments.</li> <li>● Provide shorter writing assignments.</li> <li>● Provide sentence starters.</li> <li>● Utilize small group instruction.</li> <li>● Utilize Think-Pair-Share structure.</li> <li>● Check for understanding frequently.</li> <li>● Have student restate information.</li> <li>● Support auditory presentations with visuals.</li> <li>● Provide study sheets and teacher outlines prior to assessments.</li> <li>● Use of manipulatives.</li> <li>● Have students work with partners or in groups for reading, presentations, assignments, and analyses.</li> <li>● Assign appropriate roles in collaborative work.</li> <li>● Assign preferential seating.</li> <li>● Follow a routine/schedule.</li> </ul>
<p><b>Gifted and Talented Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Differentiate reading levels of texts (e.g., Newsela).</li> <li>● Offer students additional texts with higher lexile levels.</li> <li>● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding.</li> <li>● Allow for independent reading, research, and projects.</li> <li>● Accelerate or compact the curriculum.</li> <li>● Offer higher-level thinking questions for deeper analysis.</li> <li>● Offer more rigorous materials/tasks/prompts.</li> <li>● Increase number and complexity of sources.</li> <li>● Assign group research and presentations to teach the class.</li> </ul>	<p><b>ELL Accommodations:</b></p> <ul style="list-style-type: none"> <li>● Provide extended time.</li> <li>● Assign preferential seating.</li> <li>● Assign peer buddy who the student can work with.</li> <li>● Check for understanding frequently.</li> <li>● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...).</li> <li>● Have student repeat directions.</li> <li>● Make vocabulary words available during classwork and exams.</li> <li>● Use study guides/checklists to organize information.</li> <li>● Repeat directions.</li> <li>● Increase one-on-one conferencing.</li> <li>● Allow student to listen to an audio version of the text.</li> </ul>

- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** ESL

**Unit Title:** My Home

**Target Course/Grade Level:** 2nd and 3rd grade

**Unit Summary:** Students will learn about their home, people and family in a home and how to speak, write, read and listen about things pertaining to the home.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **WIDA ELD Standards:**

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.K-3.Narrate
- ELD-SI.K-3.Inform
- ELD-SI.K-3.Explain
- ELD-SI.K-3.Argue

Standard 2: Language for Language Arts

- ELD-LA.2-3.Narrate.Interpretive
- ELD-LA.2-3.Narrate.Expressive
- ELD-LA.2-3.Inform.Interpretive
- ELD-LA.2-3.Inform.Expressive

Standard 3: Language for Mathematics

- ELD-MA.2-3.Explain.Interpretive
- ELD-MA.2-3.Explain.Expressive
- ELD-MA.2-3.Argue.Interpretive
- ELD-MA.2-3.Argue.Expressive

Standard 4: Language for Science

- ELD-SC.2-3.Explain.Interpretive
- ELD-SC.2-3.Explain.Expressive
- ELD-SC.2-3.Argue.Interpretive
- ELD-SC.2-3.Argue.Expressive

Standard 5: Language for Social Studies

- ELD-SS.2-3.Explain.Interpretive
- ELD-SS.2-3.Explain.Expressive
- ELD-SS.2-3.Argue.Interpretive
- ELD-SS.2-3.Argue.Expressive

**Career Readiness, Life Literacies, and Key Skills:**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3)
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

**Interdisciplinary Connections and Standards: (NJSLA)**

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Reading:**

- RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**Writing:**

- W.3.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. C. Use temporal words and phrases to signal event order. D. Provide a sense of closure.

**Speaking and Listening:**

- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. D. Explain their own ideas and understanding in light of the discussion.
- L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize appropriate words in titles. B. Use commas in addresses. C. Use commas and quotation marks in dialogue. D. Form and use possessives. E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). F. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

**Science:**

Continuing the Cycle (Unit 5)- 3-LS1-1 and 3-LS4-2.

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death

3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

[Clarification Statement: Patterns are the similarities and differences in traits]

**Social Studies**

History Culture and Perspectives: Understanding Perspectives

- Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.



- Events may be viewed differently based on one's perspective

**Math:**

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

**Unit Understandings:**

*Students will understand that...*

- Families are important
- Families have many members
- Families live in different homes
- Homes are made in specific ways

**Unit Essential Questions:**

- What is a family?
- Where do people live?
- How are homes made?

**Knowledge and Skills:**

*Students will know...*

- Families are important and have many different members
- Families live in different homes in different areas around the world
- Homes have a design process that is completed when they are built
- how to write and speak in sentences with adjectives, adverbs, subjects and verb agreement.

*Students will be able to...*

- Speak, write, listen, and read about families and homes
- Use present tense verbs to speak, and write about the family members
- Use Plural and Singular nouns
- Use adjectives to describe family members and to speak about family and homes
- Use adverbs to speak about family and homes

## **EVIDENCE OF LEARNING**

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Levels 1-2  
Reading- Leveled Reading passage with comprehension questions on Raz-kids  
Writing- write a one paragraph description  
Speaking - present to teacher or to class, or through flipgrid  
Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.
- Levels 3-4  
Reading- Leveled Reading passage with comprehension questions on Raz-kids  
Writing- write a narrative about an adventure with their family or any 3 paragraph writing  
Speaking - present a project or work to the class, or present a family tree to the class and a cultural representation of their family  
Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

### **Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

Levels 1 and 2

- Reading passages on families and daily routines
  - [Raz-kids Families](#), [Raz-Kids Carlos' Family Celebration](#), [Raz-kids Celebrating Food and Family](#), [Raz-kids Arthur's Bad News Day](#), [Raz-kids Colonial Life](#),
  - [Raz-kids Maria's Family Christmas](#), [Raz-kids My Day](#), [Raz-Kids I Had a Great Day](#)
  - [Reader's Theater Arthur's Bad News Day](#), [Reader's Theater Dia For Maria](#), [Reader's Theater Ghost in the House](#)
- Present tense verb practice (to be, to have, and action verbs) [Daily routine verbs](#), [Present tense verbs](#), [to be verb chart](#), [To Have Verb Chart](#),
- [Daily Routines Flip Grid](#)
- [Family and School Vocabulary Words](#)
- [Food and Hobbies Slides](#)
- [Question Words Anchor Chart](#)
- Adjective practice - [Adjectives](#), [Picture Comparisons- Flip Grid](#), [Flip Grid Describe the Picture](#)
- Creating [Family Slide presentation Example](#) ( make a copy)
- [Family Flip Grid](#)
- Reading passages on homes and items in the home

[Raz-kids ELL Social Studies Home and Family Books](#)

- Preposition practice -[Learning Chocolate](#), [Prepositions- Flip Grid](#)
- Places in a home practice [Home](#)
- Creating a home using graph paper and card stock
- Writing about a home they made in one paragraph with descriptions [Example Paragraph](#)

Levels 3 and 4:

- Reading passages about family, homes, and cultural traditions and daily routines
  - [Raz-kids Desert People](#), [Raz-kids Celebrating Food and Family](#), [Raz-kids Families](#), [Raz-Kids Carlos' Family Celebration](#), [Raz-kids First Day of School](#), [Raz-Kids I Had a Great Day](#), [Raz-Kids Sally's Worst Day Ever](#)
  - [Raz-kids Maria's Family Christmas](#), [Raz-kids Arthur's Bad News Day](#)
  - [Reader's Theater Arthur's Bad News Day](#), [Reader's Theater Dia For Maria](#), [Reader's Theater Ghost in the House](#), [Reader's Theater The Black Stones](#)
- Past tense and present tense verbs practice, [Past Tense Verb Chart](#), [Daily routine verbs](#), [Present tense verbs](#), [Past Tense Flip Grid](#)
- Reading passages on homes and items in the home
  - [Raz-Kids ELL Social Studies Home and Family](#)
- Adjectives and adverbs practice- [Adjectives](#), [Adverbs](#), [Picture Comparisons- Flip Grid](#), [Flip Grid Describe the Picture](#),

Write narratives about a family event (Use Lucy Calkins as guide)

use hooks

commas

quotations

paragraphs

<b><i>RESOURCES</i></b>
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**Teacher Resources:**

- Raz-kids, learning Chocolate, Slide presentations ( links in activity section above)

**Equipment Needed:**

- Computer, pencils, card stock, glue, pencils, colored pencils or crayons, and printouts of books if wanted

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**Unit Title:** My Community

**Target Course/Grade Level:** 2nd-3rd grade

**Unit Summary:** Students will learn about places, parts, and people in their community.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

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- ELD-SC.2-3.Explain.Interpretive
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- ELD-SC.2-3.Argue.Expressive

Standard 5: Language for Social Studies

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- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3)
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.

### **Interdisciplinary Connections and Standards: (NJSLA)**

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Reading:**

- RI.2 (3).1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2(3).2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2(3).3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure
- RI.2(3).4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2 (3).6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Integration of Knowledge and Ideas
- RI.2.(3)7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.(3)8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.(3)9. Compare and contrast the most important points presented by two texts on the same topic. Range of Reading and Level of Text Complexity
- RI.2.(3)10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

**Writing:**

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

**Speaking and Listening:**

- SL.2(3).1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

- SL.2 (3).2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2 (3).3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2 (3).4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2 (3).5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2(3).6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**Math:**

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

**Science:**

Unit 7: Using Evidence to Understand Change in Environments

This unit is based on 3-LS4-1, 3-LS4-4, and 3-5-ETS1-1, 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. 3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits]

**Social Studies:**

**Civics, Government, and Human Rights: Civic and Political Institutions**

Local community and government leaders have roles and responsibilities to provide services for their community members. • Rules for all to live by are a result of the actions of government, organizations, and individuals. • The actions of individuals and government affect decisions made for the common good. • In a representative democracy, individuals play a role in how the government functions. • In a representative democracy, individuals elect representatives to act on the behalf of the people. • Levels of government (i.e., local, state, and federal) have different powers and responsibilities

When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard. • Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). • Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered. • A major role of citizens in a representative democracy is to make responsible decisions about who should govern.

The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to

make choices). Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

### Civics, Government, and Human Rights: Processes and Rules

Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. • Processes and rules should be fair, consistent, and respectful of the human rights of all people. • There are different processes for establishing rules and laws. • Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good.

### **Unit Understandings:**

*Students will understand that...*

- There are many parts in a community.
- There are different people that are a part of a community.
- There are many different jobs in a community.
- There are government employees in a community.
- There are laws that a community should follow for the security of the people.

### **Unit Essential Questions:**

- Who is in my community?
- Why are communities important?
- How do communities support each other?

### **Knowledge and Skills:**

*Students will know...*

- There are many different aspects that make up a community
- How to describe different parts of the community using different subjects and verbs
- How to explain that jobs are an integral part of a community and consist of many different types of jobs like governmental, service, and entrepreneurship.
- There are laws in a community that protect the people

*Students will be able to...*

- Speak, write, listen, and read about communities
- Use simple present, past and future tense verbs to speak about communities
- Use adjectives and adverbs in writing expanded sentences (compound and complex)
- Use subjective, objective, possessive pronouns



## EVIDENCE OF LEARNING

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Levels 1-2  
Reading- Leveled Reading passage with comprehension questions on Raz-kids  
Writing- write a one-two paragraph description  
Speaking - present to teacher or to class by themselves or with partner, or through flipgrid  
Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.
- Levels 3-4  
Reading- Leveled Reading passage with comprehension questions on Raz-kids  
Writing- write a informational piece of writing  
Speaking - present a project or work to the class, or present a community to the class and an occupation to the class  
Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

### Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- Levels 1-2:
  - Reading passages about the community:
    - Raz Kids- [Community Government](#), [Community Workers](#), [Community Helpers](#), [Doctor Jen](#), [My Uncle Is a Firefighter](#) (multi-levels), [Firefighters](#) (multilevel), [The Creature Constitution](#) (multilevel), [Living Together](#), and [Laws for Kids](#),
    - Reader’s Theatre: [Irma's Sandwich Shop](#), [Henny Penny](#), [Money Trouble](#), [Joel the Servant](#), [Isabelle Gets Her Wish](#), and [The Lazy People](#)
  - [Main Idea Graphic Organizer](#)
  - Reading Passages for Social Studies on Raz-kids: [Communities and Neighborhoods](#)
  - [Community Vocabulary Practice](#)
  - [Flipgrid -My Community](#)
  - Fluency Center Ideas: [Fluency Center](#)
  - ELL: Level Reader Packs: [Grades 1-2](#), [Grades 3-5](#)
  - Community Helpers- [Sentence Practice](#)
  - [Edpuzzle: Communities](#)
  - Grammar Books: [Prepositions, Pronouns and More](#)
  - Occupation Project: [Teacher Example](#), [Student Project](#)
  - [Subjective, Objective, Possessive, and Reflexive Pronoun Practice](#)
  - [Flipgrid Pronouns](#)

#### Levels 3-4

- Reading passages about the community:
  - Raz Kids- [Community Government](#), [Community Workers](#), [Community Helpers](#), [Doctor Jen](#), [My Uncle Is a Firefighter](#) (multi-levels), [Firefighters](#) (multilevel), [The Creature Constitution](#) (multilevel), [Living Together](#), and [Laws for Kids](#),
  - Reader's Theatre: [Irma's Sandwich Shop](#), [Henny Penny](#), [Money Trouble](#), [Joel the Servant](#), [Isabelle Gets Her Wish](#), and [The Lazy People](#)
- Reading Passages for Social Studies on Raz-kids: [Communities and Neighborhoods](#)
- [Community Vocabulary Practice](#)
- [Flipgrid -My Community](#)
- [Flipgrid Habitats](#)
- Fluency Center Ideas: [Fluency Center](#)
- ELL Level Reader Packs: [Grades 1-2](#), [Grades 3-5](#)
- [Edpuzzle: Communities](#)
- Social Studies: [Vocabulary Power Packs](#)
- Grammar Books: [Prepositions, Pronouns and More](#)
- Occupation Project: Use example from level 1 and 2, but compare and contrast two occupations and write a paragraph of comparing and one for contrasting.
- [Subjective, Objective, Possessive, and Reflexive Pronoun Practice](#)
- [Flipgrid Pronouns](#)

### *RESOURCES*

#### **Teacher Resources:**

Raz-kids, learning Chocolate, Slide presentations ( links in activity section above) , Flipgrid, and Documents (links in activity section above)

#### **Equipment Needed:**

- Computer, pencils, card stock, glue, pencils, colored pencils or crayons, and printouts of books if wanted

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** ESL

**Unit Title:** My World

**Target Course/Grade Level:** 2nd-3rd grade

**Unit Summary:** Students will learn about the world around them and how there are many different places and cultures in the world.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **WIDA ELD Standards:**

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.K-3.Narrate
- ELD-SI.K-3.Inform
- ELD-SI.K-3.Explain
- ELD-SI.K-3.Argue

Standard 2: Language for Language Arts

- ELD-LA.2-3.Narrate.Interpretive
- ELD-LA.2-3.Narrate.Expressive
- ELD-LA.2-3.Inform.Interpretive
- ELD-LA.2-3.Inform.Expressive

Standard 3: Language for Mathematics

- ELD-MA.2-3.Explain.Interpretive
- ELD-MA.2-3.Explain.Expressive
- ELD-MA.2-3.Argue.Interpretive
- ELD-MA.2-3.Argue.Expressive

Standard 4: Language for Science

- ELD-SC.2-3.Explain.Interpretive
- ELD-SC.2-3.Explain.Expressive
- ELD-SC.2-3.Argue.Interpretive
- ELD-SC.2-3.Argue.Expressive

Standard 5: Language for Social Studies

- ELD-SS.2-3.Explain.Interpretive
- ELD-SS.2-3.Explain.Expressive
- ELD-SS.2-3.Argue.Interpretive
- ELD-SS.2-3.Argue.Expressive

### **Career Readiness, Life Literacies, and Key Skills:**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3)
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data..

### **Interdisciplinary Connections and Standards: (NJSLA)**

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Reading:**

- RI.2 (3).1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2(3).2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2(3).3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure
- RI.2(3).4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2 (3).6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Integration of Knowledge and Ideas
- RI.2.(3)7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.(3)8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.(3)9. Compare and contrast the most important points presented by two texts on the same topic. Range of Reading and Level of Text Complexity
- RI.2.(3)10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

**Writing:**

- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

### **Speaking and Listening:**

- SL.2(3).1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2 (3).2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.2 (3).3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.2 (3).4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.2 (3).5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.2(3).6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### **Social Studies:**

Civic Government and Human Rights: Civil Rights

Individuals may be different, but all have the same basic human rights. • It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. • Individuals have the right to be safe and not to be bullied or discriminated against.

Geography, People, and the environment: Spatial Views of the World

A map is a symbolic representation of selected characteristics of a place. • Geographic data can be used to identify cultural and environmental characteristics of places. Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information

Human Population and Patterns:

Physical and human characteristics affect where people live (settle). • People use goods from local and distant places to meet their daily needs. • Regions form and change as a result of unique physical conditions, economies, and cultures. • Patterns of settlement differ markedly from region to region, place to place, and time to time. • The experiences people have when they migrate to new places differ for many reasons, including whether it is by choice or condition.

Human environment interaction:

Environmental characteristics influence how and where people live. • Environmental and cultural characteristics influence where and how people live. • Human activity affects the cultural and environmental characteristics of places and regions. • Cultural and environmental characteristics change over time

Global Interconnections:

Global interconnections occur in both human and physical systems across different regions of the world. Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

Economics, Innovation, and Technology: Global Economy

There are benefits to trading goods and services with other countries. Increased economic interdependence among nations is a result of trade, sharing of ideas, and innovation.

History, Culture, and Perspectives: Continuity and Change

Historical timelines put events in chronological order to help people understand the past. •

Understanding the past helps to make sense of the present. • Chronological sequencing helps us track events over time. • Interactions of people and events throughout history have shaped the world we experience today.

### **Math:**

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

### **Science:**

LS2.C: Ecosystem Dynamics, Functioning, and Resilience

LS4.A: Evidence of Common Ancestry and Diversity

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season

3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.

2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. [Clarification Statement: Examples of solutions could include different designs of dikes and windbreaks to hold back wind and water, and different designs for using shrubs, grass, and trees to hold back the land.]

2-ESS2-2 Develop a model to represent the shapes and kinds of land and bodies of water in an area. [Assessment Boundary: Assessment does not include quantitative scaling in models.]

2-ESS2-3 Obtain information to identify where water is found on Earth and that it can be solid or liquid.

### **Unit Understandings:**

*Students will understand that...*

- Students are in a world with many different countries.
- Different countries have different cultures
- Cultures have similarities and differences

## Unit Essential Questions:

- What is culture?
- What are the functions of a culture?
- How are cultures similar and different?
- What are some additions or substitutions I can make to my writing?

## Knowledge and Skills:

*Students will know...*

- Usage of past, present, and future verbs
- Students are in a World with many different countries which have different cultures.
- Different ways to compare and contrast with similarities and differences
- How to use different areas of each past, present, and future verb tenses
- Usage of adjectives and adverbs in writing and speaking
- Usage of simple and expanded sentences ( complex and compound)
- 

*Students will be able to...*

- Speak, read, write, and listen about the world and cultures
- Demonstrate they are in a World with many different countries
- Evaluate how different countries have different cultures
- Judge how cultures have similarities and differences
- Demonstrate how to use different areas of each past, present, and future verb tenses
- Use adjectives and adverbs in writing and speaking
- Use simple and expanded sentences (complex and compound)
- Write a summary from fiction and nonfiction texts
- compare and contrast different cultures

## ***EVIDENCE OF LEARNING***

### Assessment:

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Levels 1-2  
Reading- Leveled Reading passage with comprehension questions on Raz-kids  
Writing- write a one paragraph summary  
Speaking - present to teacher or to class by themselves or with partner, or through flipgrid  
Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.
- Levels 3-4  
Reading- Leveled Reading passage with comprehension questions on Raz-kids  
Writing- write a compare and contrast piece of writing



Speaking - present a project or work to the class (i.e. Holiday Project, Animal Project, or Travel Destination)

Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

## Learning Activities:

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

Levels 1-2

- Reading Passages about the world and culture from raz-kids:
  - [Holidays Around the World](#), [Friend Around the World](#) (multi-level), [The Other Book of World Records](#) (multi-level), [Seven Wonders of the Modern World](#), [Shoes Around the World](#), [World Cup Soccer](#), [World Traveler Ibn Battuta](#) (multi-level), [World Holidays](#), [The Nobel Prize](#) (multi-levels), [Petra](#) (multi-level), [Eiffel Tower](#), [Mysteries of the Lost Civilization](#), [Anna and the Painted Eggs](#), [Being Bilingual](#), [China](#)
- Reader's Theater:
  - [How Glooskap Found Summer](#) (folktale), [How Grandmother Spider Stole the Sun](#) (Cherokee folktale), [Aesop's Fables](#), [The Shepherd and the Fairy](#) (Corsican Fairytale), [Ocean Animals](#), [Coyote and Rabbit](#), [How The Robin Stole Fire](#) (An Australian Aboriginal Pourquoi Tale)
- Slides : [New Year's Resolutions](#)
- [Learning Chocolate: Animals practice](#)
- Animals Around the World Project: [Google Slide Project](#)
- Learning Chocolate: [Geography Practice](#)
- Holiday Project: [Rubric](#), [Directions and Example for Project](#), [EBook maker for Holiday Project](#)- created by Ditch that Textbook,
- Create a Brochure to travel to specific countries around the world (can be done by hand or digitally) [Tiny Brochure Templates](#)
- Grammar Practice: [Learning Chocolate](#)
- FlipGrid:
  - [Other Cultures](#), [Other Lives](#), [Celebrating Cultures: Clothing](#),
  - [Who We Are Culturally](#), [Earth's Surface and Culture](#), [Fry Bread! Native American Tradition](#)
- 

Levels 3-4

- Reading Passages about the world and culture from raz-kids:
  - [Holidays Around the World](#), [Friend Around the World](#) (multi-level), [The Other Book of World Records](#) (multi-level), [Seven Wonders of the Modern World](#), [Shoes Around the World](#), [World Cup Soccer](#), [World Traveler Ibn Battuta](#) (multi-level), [World Holidays](#), [The Nobel Prize](#) (multi-levels), [Petra](#) (multi-level), [Eiffel Tower](#), [Mysteries of the Lost Civilization](#), [Anna and the Painted Eggs](#), [Being Bilingual](#), [China](#)
- Reader's Theater:

- [How Glooskap Found Summer](#) (folktale), [How Grandmother Spider Stole the Sun](#) (Cherokee folktale), [Aesop's Fables](#), [The Shepherd and the Fairy](#) (Corsican Fairytale), [Ocean Animals](#), [Coyote and Rabbit](#), [How The Robin Stole Fire](#) (An Australian Aboriginal Pourquoi Tale)
- Reading Passages about Legends and Myths: [Raz-kids: Legends and Myths](#)
- Learning Chocolate: [Geography Practice](#)
- Holiday Project: [Rubric](#), [Directions and Example for Project](#), [EBook maker for Holiday Project](#)- created by Ditch that TextbookCreate a Brochure to travel to specific countries around the world (can be done by hand or digitally) [Tiny Brochure Templates](#)
- Grammar Practice: [Learning Chocolate](#)
- FlipGrid:
  - [Other Cultures](#), [Other Lives](#), [Celebrating Cultures: Clothing](#),
  - [Who We Are Culturally](#), [Earth's Surface and Culture](#), [Fry Bread! Native American Tradition](#)

## *RESOURCES*

### **Teacher Resources:**

Raz-kids, learning Chocolate, Slide presentations ( links in activity section above) , Flipgrid, and Documents (links in activity section above)

### **Equipment Needed:**

- Computer, pencils, card stock, glue, pencils, colored pencils or crayons, and printouts of books if wanted

# RAHWAY PUBLIC SCHOOLS CURRICULUM

## *UNIT OVERVIEW*

**Content Area:** ESL

**Unit Title:** What Can I Do?

**Target Course/Grade Level:** 2nd-3rd grade

**Unit Summary:** Students will be able to solve problems in the world whether little or big and figure out how they can make an impact in their home, neighborhood, town, state, country, and world.

**Approximate Length of Unit:** 10 weeks

## *LEARNING TARGETS*

### **WIDA ELD Standards:**

Standard 1: Language for Social and Instructional Purposes

- ELD-SI.K-3.Narrate
- ELD-SI.K-3.Inform
- ELD-SI.K-3.Explain
- ELD-SI.K-3.Argue

Standard 2: Language for Language Arts

- ELD-LA.2-3.Narrate.Interpretive
- ELD-LA.2-3.Narrate.Expressive
- ELD-LA.2-3.Inform.Interpretive
- ELD-LA.2-3.Inform.Expressive

Standard 3: Language for Mathematics

- ELD-MA.2-3.Explain.Interpretive
- ELD-MA.2-3.Explain.Expressive
- ELD-MA.2-3.Argue.Interpretive
- ELD-MA.2-3.Argue.Expressive

Standard 4: Language for Science

- ELD-SC.2-3.Explain.Interpretive
- ELD-SC.2-3.Explain.Expressive
- ELD-SC.2-3.Argue.Interpretive
- ELD-SC.2-3.Argue.Expressive

Standard 5: Language for Social Studies

- ELD-SS.2-3.Explain.Interpretive
- ELD-SS.2-3.Explain.Expressive
- ELD-SS.2-3.Argue.Interpretive
- ELD-SS.2-3.Argue.Expressive

**Career Readiness, Life Literacies, and Key Skills:**

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.1.5. EG.4: Describe how an individual's financial decisions affect society and contribute to the overall economy.
- 9.1.5.RMI.1: Identify risks that individuals and households face.
- 9.1.5.RMI.2: Justify reasons to have insurance.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3)
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data..

**Interdisciplinary Connections and Standards: (NJSLA)**

- NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- NJLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
- NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Science:**

- 3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of climate change and/or a weather-related hazard
- 3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
- 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- 3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.

K-2-ETS1-3 Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs.

### **Social Studies:**

Human and Civil Rights:

Individuals may be different, but all have the same basic human rights. • It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights. • Individuals have the right to be safe and not to be bullied or discriminated against.

Civic Mindedness:

Certain character traits can help individuals become productive members of their community. Certain dispositions help individuals contribute to the health of American democracy

Global Interconnections:

Global interconnections occur in both human and physical systems across different regions of the world. • Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other attributes as well as changes in environmental characteristics. • In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global issues.

Economic Ways of Thinking:

Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. • Economic decisions made by individuals and governments should be informed by an effective decision-making process (e.g., saving, spending, acquiring debt, investing). • Economic decision-making involves setting goals and identifying the resources available to achieve those goals. • An economy accounts for the benefits and costs of individual choices in dealing with the scarcity of finite resources.

### **Math:**

In Grade 2, instructional time should focus on four critical areas: (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

### **Reading:**

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Craft and Structure

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

- RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Integration of Knowledge and Ideas
- RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9. Compare and contrast the most important points presented by two texts on the same topic. Range of Reading and Level of Text Complexity
- RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Writing:**

- W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

### **Speaking and Listening:**

- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.  
Presentation of Knowledge and Ideas
- NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **Unit Understandings:**

*Students will understand that...*

- There are many ways to help the earth, community, country, family, and home.
- They can create solutions to problems by working together or working independently

### **Unit Essential Questions:**

- How can I help the earth?
- How can I help my community?
- What ways can I help my family and my home?
- What is the best solution to solve a problem?

### **Knowledge and Skills:**

*Students will know...*

- Creating plans help in executing a solution to a problem
- Plans have a process
- Strategies they can use to develop solutions to problems

*Students will be able to...*

- Speak, read, listen, and write about how to solve problems in the world
- Judge what is the best way to solve a problem
- Evaluate different solutions to a problem
- Create a solution to a problem
- Demonstrate how to use different areas of each past, present, and future verb tenses
- Use adjectives and adverbs in writing and speaking
- Use simple and expanded sentences (complex and compound)
- Write a summary from fiction and nonfiction texts
- Write an argument to describe and explain a solution to a problem
- Speak about an issue and explain a solution to the issue



## **EVIDENCE OF LEARNING**

### **Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Levels 1-2  
Reading- Leveled Reading passage with comprehension questions on Raz-kids  
Writing- write a one paragraph argumentative essay  
Speaking - present to teacher or to class by themselves or with partner, or through flipgrid  
Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.
- Levels 3-4  
Reading- Leveled Reading passage with comprehension questions on Raz-kids  
Writing- write an argumentative essay  
Speaking - present a project or work to the class (i.e. helping the earth, community, family project)  
Listening- Teacher will read aloud one story from Raz-kids or other resource and answer comprehension questions about the story.

### **Learning Activities:**

#### Level 1-2

- ELL Language Packs
  - [ELL language Arts Pack](#)
  - [ELL Math Pack](#)
  - [ELL Science Pack](#)
  - [ELL Social Studies Pack](#)
  - [ELL Social and Instructional Language Pack](#)
- Reading passages on Change:
  - [Gandhi](#), [Kid Inventors](#), [Shirley Chisholm](#), [The Updown Boy](#), [Close Read: No More Thirsty Crops](#), [Close Read: Light Bulbs and Heat](#), [Yo Yo Ma](#), [Making Changes](#), [Ground Water](#) (multi-level), [Watching Earth From Space](#), [What Is Water Worth](#), [Migrating Geese](#), [Weather Wizards: Flood](#), [Weather Wizards: High Winds](#),
- [Multi-Level Reader Theater Scripts](#)
- [Raz-Kids Reading Passages for problem and solution](#)
- Flip Grid:
  - [Flip Grid: How Can Kids Change the World](#)
  - [Flip Grid: Change the World Through Art](#)
  - [Flip Grid: Our Changing World](#)
- ISL Collective grammar practice- [Subject Verb Agreement](#)
- Learning Chocolate: [Vocabulary Support](#)

## Level 3-4

- [Raz-kids Argumentation Skill Packs Grade 3](#)
- ELL Language Packs
  - [ELL Language Arts Pack](#)
  - [ELL Math Pack](#)
  - [ELL Science Pack](#)
  - [ELL Social Studies Pack](#)
  - [ELL Social and Instructional Language Pack](#)
- Reading passages on Change:
  - [Gandhi](#), [Kid Inventors](#), [Shirley Chisholm](#), [The Updown Boy](#), [Close Read: No More Thirsty Crops](#), [Close Read: Light Bulbs and Heat](#), [Yo Yo Ma](#), [Making Changes, Ground](#)
  - [Water](#) (multi-level), [Watching Earth From Space](#), [What Is Water Worth](#), [Migrating Geese](#), [Weather Wizards: Flood](#), [Weather Wizards: High Winds](#)
- [Multi-Level Reader Theater Scripts](#)
- [Raz-Kids Reading Passages for problem and solution](#)
- Flip Grid:
  - [Flip Grid: How Can Kids Change the World](#)
  - [Flip Grid: Change the World Through Art](#)
  - [Flip Grid: Our Changing World](#)
- ISLCollective grammar practice- [Subject Verb Agreement](#)
- Learning Chocolate: [Vocabulary Support](#)

## *RESOURCES*

### **Teacher Resources:**

Raz-kids, learning Chocolate, Slide presentations ( links in activity section above) , Flipgrid, and Documents (links in activity section above), ISLCollective

### **Equipment Needed:**

- Computer, pencils, card stock, glue, pencils, colored pencils or crayons, and printouts of books if wanted