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OCEAN ACADEMY CHARTER SCHOOL
English as a Second Language
Curriculum

Content Area: English As A Second Language

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| Course Title: ESL | Grade Level: Grade 2 |
| Unit 1- Communities and the U.S.A. | 45 days |
| Unit 2- Surviving together (Animal adaptations, needs, partnerships and cooperation) | 45 days |
| Unit 3- Water & Changing Nature (Weather and Seasons) | 45 days |
| Unit 4-Good Citizenship & Cooperation | 45 days |

Introduction:

The Grade 2 English as a Second Language (ESL) program is a comprehensive, standards-based curriculum designed to support Multilingual Learners (MLs) in developing English language proficiency while gaining access to grade-level academic content. Aligned with the WIDA English Language Development (ELD) Standards, this program aims to help students build a strong foundation in the four key language domains: listening, speaking, reading, and writing.

Many young multilingual learners acquire basic conversational English (social language) quickly but face challenges in academic language, which is essential for success in content-area subjects such as math, science, and social studies. This curriculum addresses that gap by providing explicit, structured instruction in academic vocabulary and language structures, allowing students to access grade-level material with greater confidence and competence.

The ESL program uses a diverse range of fiction and nonfiction texts, visuals, hands-on materials, and interactive activities. These resources are intentionally selected and adapted by ESL teachers to match students' English Language Proficiency (ELP) levels. Lessons are designed to be engaging, supportive, and culturally responsive, giving learners frequent opportunities to practice language in meaningful, real-world contexts.

Throughout the program, students are encouraged to interact with texts and ideas in multiple ways—speaking about what they read, writing about what they observe, listening for new information, and sharing their thoughts orally and in writing. The goal is to develop students'

academic language, strengthen their comprehension and communication skills, and prepare them to fully participate in the mainstream classroom environment.

Ultimately, the Grade 2 ESL curriculum is built to empower multilingual learners, support their language growth, and foster the confidence they need to become independent, successful learners across all subject areas.

[WIDA ELD Standards](#)

Proficiency Level Descriptors

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

| Criteria | End of Level 1 | End of Level 2 | End of Level 3 | End of Level 4 | End of Level 5 | Level 6 |
|---|--|--|--|--|--|---|
| DISCOURSE Organization of language | Understand how coherent texts (spoken, written, multimodal) are created... | | | | | |
| | around general topics (continents, shapes, animals) with short sentences | around specific topics (habitats, diet, behavior) with multiple related simple sentences | to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences | to meet a purpose in a short text | to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion) | to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs) |
| DISCOURSE Cohesion of language | Understand how ideas are connected across a whole text through... | | | | | |
| | repetitive chunks of meaning across text (<i>red crayon, yellow crayon, blue crayon</i>) | frequently used cohesive devices (demonstratives: <i>this, that, these, those</i>) | a few different types of cohesive devices (pronoun referencing, etc.) | multiple cohesive devices (synonyms, antonyms) | a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles) | a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i>) and ellipsis (<i>There isn't any. [milk]</i>) |
| DISCOURSE Density of language | Understand how ideas are elaborated or condensed through... | | | | | |
| | frequently used multi-word noun groups (<i>green frogs</i>) | multi-word noun groups with connectors (<i>green and slimy frogs</i>) | expanded noun groups with classifiers (<i>tree frogs and poison frogs</i>) | expanded noun groups with prepositional phrases (<i>three little green tree frogs on the log</i>) | expanded noun groups with embedded clauses (<i>three little green tree frogs that jumped into the water</i>) | expanded noun groups with a variety of embedded clauses (<i>three little green tree frogs with long legs that swam away and didn't come back</i>) |
| SENTENCE Grammatical complexity | Understand how meanings are extended or enhanced through... | | | | | |
| | chunks of language (<i>stick to rocks and coral</i>) | simple sentences (<i>They stick to rocks and coral.</i>) | related simple sentences (<i>They look like plants. They stick to rocks and coral.</i>) | multiple related simple sentences (<i>They are called anemones. They look like plants. They stick to rocks and coral.</i>) | simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>They are called anemones and they look like plants.</i>) | compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>Anemones look like plants but they are sea animals.</i>) |
| WORD, PHRASE Precision of language | Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through... | | | | | |
| | frequently used words and phrases in familiar contexts and topics (<i>time to clean up</i>) | situation-specific words and phrases (<i>How do we spell that word?</i>) | an increasing number of words and phrases (my favorite characters in this story) | a growing number of words and phrases in a variety of contexts (nonfiction books) | an expanding number of words and phrases, including idioms and collocations (plus and minus) | a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...) |

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

| Criteria | End of Level 1 | End of Level 2 | End of Level 3 | End of Level 4 | End of Level 5 | Level 6 |
|---|--|--|--|--|---|---|
| DISCOURSE Organization of language | Create coherent texts (spoken, written, multimodal) using... | | | | | |
| | single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion) | short sentences linked by topic to convey intended purpose | sentences convey intended purpose with emerging organization (topic sentence, supporting details) | short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i>) | expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) | text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details) |
| DISCOURSE Cohesion of language | Connect ideas across a whole text through... | | | | | |
| | few frequently used cohesive devices (repetition) | some frequently used cohesive devices (demonstratives) | some formulaic cohesive devices (pronoun referencing) | a growing number of cohesive devices (emerging use of articles to refer to the same word) | an expanding number of cohesive devices (given/new, whole/part, class/subclass) | a flexible number of cohesive devices (ellipsis, substitution/omission) |
| DISCOURSE Density of language | Elaborate or condense ideas through... | | | | | |
| | Simple elaboration (single nouns) | a few types of elaboration (adding a familiar adjective to describe a noun) | some types of elaboration (adding a newly learned adjective to a noun) | a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i>) | a variety of types of elaboration (adding in a variety of adjectives) | a wide variety of types of elaboration (adding in embedded clauses after the noun (<i>those storm clouds that we saw yesterday</i>)) |
| SENTENCE Grammatical complexity | Extend or enhance meanings through... | | | | | |
| | sentence fragments (<i>triangles and rectangles</i>) | sentence fragments and emerging use of simple sentences (<i>triangle has three sides</i>) | simple sentences (<i>A square has 4 right angles.</i>) | sentences with emerging use of clauses (<i>We put triangles, then rectangles</i>) | simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i>) | compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i>) |
| WORD, PHRASE Precision of language | Create precise meanings through everyday, cross-disciplinary, and technical language with... | | | | | |
| | few frequently used words and phrases with emerging precision (<i>Time to eat?</i>) | some frequently used words and phrases with some precision (<i>three groups of four equals.</i>) | a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>) | a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>) | an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>hard as a rock</i>) | flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>rounding off and finding the mean</i>) |

THE WIDA ELD Standard Statements

| WIDA ELD Standards Statements |
|--|
| English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting |
| English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts |
| English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics |
| English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science |
| English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies |

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| OCEAN ACADEMY CHARTER SCHOOL Overview |
| Content Area: Multilingual Learners |

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| Unit Title: Communities and the U.S.A. - Unit 1 | Duration: 45 days |
| Grade Level: 2nd | |
| <p style="text-align: center;">Introduction/Unit Focus:</p> <p>In this unit, Grade 2 Multilingual Learners will explore the concept of community: what it is, who is part of it, and how it functions. Through collaborative learning, students will examine their own communities and compare them to others, developing an understanding of the people, places, events, and roles that make a community work.</p> <p>Students will learn that communities are made up of diverse individuals who live and work together. They will explore community jobs, the reasons people work, and how cooperation and shared responsibilities help a community thrive. Students will also discuss how communities celebrate, and the importance of local traditions, holidays, and events that bring people together.</p> <p>The unit then expands to look at the United States as a larger national community. Students will explore American culture, including the country’s symbols (such as the flag and landmarks), traditions, and celebrations. They will begin to understand the meaning of diversity in the U.S., and how different cultures contribute to the identity of the nation.</p> <p>Importantly, students will also be encouraged to share and reflect on their own cultural backgrounds, making meaningful connections between their personal experiences and those of others. These discussions support the development of respect, empathy, and pride in individual and shared identities.</p> <p>Throughout the unit, language instruction will be embedded in all activities. Students will build their vocabulary, practice speaking and listening in discussions, and engage in reading and writing tasks related to community and culture. Instruction will be tailored to students’ English proficiency levels, using visual supports, sentence frames, and hands-on activities to ensure access to content and language development.</p> <p>By the end of this unit, students will have a deeper understanding of what it means to be part of a community, locally and nationally, and how people, culture, and shared values connect us all.</p> | |
| Focus Standards (Major Standards) | |
| Wida: Grades K-12 THE WIDA ELD STANDARDS | Key Language Uses Multilingual Learners Will... |
| Standard 1: Social and Instructional Language | ELD-SI.K-3.Narrate <ul style="list-style-type: none"> ● Share ideas about one’s own and others’ lived experiences and previous learning. ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ELD-SI.K-3.Inform <ul style="list-style-type: none"> ● Describe characteristics, patterns, or behavior ● Summarize information from interaction with others and from learning experiences |

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| | <p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> ● Share initial thinking with others ● Compare and contrast objects or concepts <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> ● Ask questions about others' opinions ● Support own opinions with reasons |
| <p>Standard 2: Language for Language Arts</p> | <p>ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> ● Identifying a central message from key details ● Identifying how character attributes and actions contribute to an event <p>ELD-LA.2-3.Narrate.Expressive Construct language arts narratives that</p> <ul style="list-style-type: none"> ● Orient audience to story ● Develop story with time and event sequences, complication, resolution or ending <p>ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> ● Identifying main topic and/or entity and key details <p>ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> ● Introduce and define topic and/or entity for audience ● Add details to define, describe, compare, and classify topic and/or entity |
| <p>Standard 3: Language for Mathematics</p> | <p>ELD-MA.2-3.Explain.Interpretive Interpret mathematical explanations by</p> <ul style="list-style-type: none"> ● Identifying concept or entity |
| <p>Standard 5: Language for Social Studies</p> | <p>ELD.SS.2-3.Explain.Interpretive Interpret social studies explanations by</p> <ul style="list-style-type: none"> ● Determining types of sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for event sequences and/or causes/effects <p>ELD.SS.2-3.Explain.Expressive Construct social studies explanations that</p> <ul style="list-style-type: none"> ● Introduce phenomena or events ● Generalize possible reasons for a |

development or event
ELD.SS.2-3.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

(3) encourage safe, welcoming, and inclusive environments for all students regardless of race

or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections:

- RLCR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- L.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.
 - F: Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
 - G: Identify the parts of high-frequency words that are regular and the parts that are irregular.
- L.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.
- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A: Introduce a topic clearly.
 - B: Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C: Provide a conclusion.
- SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- 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).
- Build on others' talk in conversations by linking their explicit comments to the remarks of

others.

- Ask for clarification and further explanation as needed about the topics and texts under discussion.
- 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.

New Jersey Student Learning Standards: [9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation](#)

[Career Readiness, Life Literacies, and Key Skills NJSLs \(June 2020\)](#)

[Career Readiness, Life Literacies, and Key Skills Practices](#)

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

| <i>Core Ideas</i> | <i>Performance Expectations (Identified with Standard Number and statement)</i> |
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| Different types of jobs require different knowledge and skills. | 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. |
| Income is received from work in different ways including regular payments, tips, commissions, and benefits. | 9.1.2.CAP.2: Explain why employers are willing to pay individuals to work. |
| There are benefits and drawbacks to being an entrepreneur | 9.1.2.CAP.3: Define entrepreneurship and social entrepreneurship. |
| Individuals from different cultures may have different points of view and experiences. | 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6). |

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

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| Individuals collect, use, and display data about individuals and the world around them. | 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. |
| Computers store data that can be retrieved later. Data can be copied, stored in multiple loc | 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device. |

New Jersey Student Learning Standards: [Climate Change Mandate](#)

| <i>Core Ideas</i> | <i>Performance Expectations (Identified with</i> |
|--------------------------|---|
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| | Standard Number and Statement) |
|--|--|
| Physical and human characteristics affect where people live (settle). | 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability). |
| Environmental characteristics influence the how and where people live. | 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs). |

Evidence of Student Learning

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| <p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● People in your neighborhood - examples ● Community/Neighborhood/towns/cities/quiz ● Community helpers video/quiz ● This Land is Your Land for kids video ● 50 states and capitals ● Schoolhouse rock - The Melting Pot ● Diversity Video ● Everybody's Different Video ● Virtual field trip - Ellis Island | <p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation <p>Summative</p> <ul style="list-style-type: none"> ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● SGO Assessment ● State Standardized Assessments (WIDA/W-APT) ● ACCESS <p>Alternative</p> <ul style="list-style-type: none"> ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project- School ● Unit Portfolio |
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Knowledge and Skills

| Enduring Understandings: | Learning Targets: |
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| <p><i>Students will know:</i></p> <ul style="list-style-type: none"> ● Communities are made up of different places, people, and roles that help the community work together. | <p><i>Students will be able to..</i></p> <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ● Students will be able to clearly describe |

- There are different types of communities, and each has unique features such as neighborhoods, transportation, and community events.
- People in a community have different jobs and responsibilities that help others and improve the community.
- Each place in a community serves a purpose, and people use transportation to move between these places.
- Individuals can make a difference in their communities through their actions, ideas, and contributions.
- The United States is made up of many cultures and traditions that come from people around the world.
- Immigrants bring diversity to the U.S. through their languages, food, clothing, music, art, and beliefs.
- People have different occupations across the country that reflect their skills, interests, and needs of the community.
- Abbreviations are used in everyday life in the United States and help us read signs, maps, and addresses more easily.
- Diversity means people are different in many ways, and those differences make our communities stronger and more interesting.

people, places, events, and community roles using complete sentences.

- Students will be able to ask and answer relevant questions during discussions about their communities and cultures.
- Students will be able to participate in structured and informal conversations by listening carefully, responding appropriately, and taking turns.
- Students will be able to speak at a clear and appropriate pace so that others can understand them.
- Students will be able to use gestures, facial expressions, and visuals to help express their ideas effectively.
- Students will be able to recognize and reuse familiar language patterns and sentence frames to support oral fluency.
- Students will be able to support their spoken ideas with labeled drawings, maps, or other visual representations.

Phonics and Word Study

- Students will be able to identify and name all uppercase and lowercase letters.
- Students will be able to produce the sounds each letter makes and begin to blend those sounds to read basic words.
- Students will be able to apply phonics knowledge to read and write community-related vocabulary.

Grammar and Language Usage

- Students will be able to identify nouns in oral and written language.
- Students will be able to distinguish between singular and plural nouns and use them appropriately in speaking and writing.
- Students will begin to construct simple and compound sentences using correct grammar and key vocabulary.

Reading

- Students will be able to use illustrations, maps, and photographs to help understand the meaning of texts.
- Students will be able to recognize and read repeated sentence structures and high-frequency words.
- Students will be able to apply concepts of print such as reading left to right, using punctuation, and identifying titles and

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| | <p>headings.</p> <ul style="list-style-type: none"> • Students will be able to make connections between the text and their own experiences, especially related to community and culture. <p>Writing</p> <ul style="list-style-type: none"> • Students will be able to correctly write their full name with proper capitalization. • Students will be able to illustrate and label pictures that represent community places, people, or cultural traditions. • Students will be able to create captions or short descriptions for visual images using relevant vocabulary. • Students will be able to write complete sentences that apply phonics skills, vocabulary, and grammatical structures learned in the unit. • Students will begin to write simple paragraphs with support, connecting ideas about their community, culture, and identity. |
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Essential Questions:

- What is a community, and who are the people that help it work?
- How are communities the same and different from each other?
- Why do people have different jobs in a community?
- What does it mean to be part of a diverse community?
- How do people from different cultures celebrate and share their traditions?
- What connects us as a country, even though we are all different?

Instructional Plan

| Suggested Activities | Resources |
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| <ul style="list-style-type: none"> • Community type examples diorama project • Creation of a classroom petition to change or improve something in our community • Review of what makes each type of community unique • Analyze population data • Review the value of cultural traditions and celebrations • Review the importance of coming together and what it means to belong • Create an art weave of different colors | <p>Instructional Materials:</p> <ul style="list-style-type: none"> • National Geographic Reach program • Learning A-Z • FUNdations • Geodes • Mystery Science <p>Supplemental Materials:</p> <ul style="list-style-type: none"> • Rosetta Stone • Brainpop • Raz-kids • Interactive whiteboard • Chromebooks |

representing different cultures after reading "America A-weaving". Place student photos on woven mat and ask them to explain what they learned about America and culture as a result of this project.

- Create a family tree/brief narrative
- Video tour of Ellis Island
- Cloze Activities using vocabulary from unit

- Google translate
- FUNdations materials
- Trade books
- Fiction and nonfiction stories
- Big Books
- TPR
- Realia
- Peer buddies/Bilingual buddies
- Brain breaks
- Graphic organizers
- Songs and Chants
- GoNoodle
- Storyline Online

Intervention Materials:

- FUNdations Intervention
- Extended time

Suggested Options for Differentiation

Accommodations and Modifications:

Multilingual Learners:

Students will be supported according to the recommendations for "can do's" as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers

- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.

- Establish a positive connection with parent
 - Utilize closed captioning when available
 - Provide road maps or outlines for difficult concepts
 - Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
 - Display a word wall with current academic vocabulary in each subject
 - Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

OCEAN ACADEMY CHARTER SCHOOL

Overview

Content Area: Multilingual Learners

**Unit Title: Surviving Together - Unit 2
(Animal adaptations, needs, partnerships and cooperation)**

Duration: 45 days

Grade Level: 2nd

Introduction/Unit Focus:

In this unit, Grade 2 Multilingual Learners will explore a variety of animals and the unique environments in which they live. Students will investigate how animals survive in their natural habitats by learning about their behaviors, physical features, and survival strategies such as camouflage, cooperation, and adaptation.

The unit introduces students to a range of habitats including oceans, forests, and rainforests and emphasizes how each habitat provides the essential resources animals and plants need to live, grow, and thrive. Students will learn how specific features of these environments, such as climate, water, shelter, and food sources, support different forms of life.

Through observation and discussion, students will compare and contrast animals across different ecosystems and explore how they protect themselves from danger or predators. They will also examine how animals and plants adapt to changes in their environment and how they work together

in food chains and natural systems.

In addition to learning about animals and their environments, students will build their language skills across all four domains: listening, speaking, reading, and writing. They will engage with nonfiction texts, labeled diagrams, visual supports, and hands-on activities to develop both content knowledge and academic English vocabulary.

By the end of the unit, students will have a deeper understanding of the diversity of life on Earth, the importance of habitat preservation, and how living things are connected to and shaped by their environments.

Focus Standards (Major Standards)

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| <p>Wida: Grades K-12 THE WIDA ELD STANDARDS</p> | <p>Key Language Uses Multilingual Learners Will...</p> |
| <p>Standard 1: Social and Instructional Language</p> | <p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> ● Recount and restate ideas <p>ELD-SI.K-3.Inform</p> <ul style="list-style-type: none"> ● Define and classify objects or concepts ● Sort, clarify, and summarize ideas <p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> ● Follow and describe cycles in diagrams, steps in procedures, or causes and effects <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> ● Clarify and elaborate ideas based on feedback |
| <p>Standard 2: Language for Language Arts</p> | <p>ELD-LA.2-3.Narrate.Interpretive</p> <p>Interpret language arts narratives by</p> <ul style="list-style-type: none"> ● Identifying a central message from key details ● Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language <p>ELD-LA.2-3.Narrate.Expressive</p> <p>Construct language arts narratives that</p> <ul style="list-style-type: none"> ● Develop story events ● Engage and adjust for audience <p>ELD-LA.2-3Inform.Interpretive</p> <p>Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> ● Referring explicitly to descriptions for themes and relationships among meanings ● Describing relationship between a series |

| | |
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| | <p>of events, ideas or concepts, or procedural steps</p> <p>ELD-LA.2.-3Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> ● Add details to define, describe, compare, and classify topic and/or entity ● Develop coherence and cohesion throughout text |
| <p>Standard 3: Language for Mathematics</p> | <p>ELD-MA. 2-3.Explain.Expressive Construct mathematical explanations that</p> <ul style="list-style-type: none"> ● Introduce concept or entity ● Describe solution and steps used to solve problem with others ● State reasoning used to generate solution |
| <p>Standard 4: Language for Science</p> | <p>ELD-SC.2-3.Explain.Interpretive Interpret scientific explanations by</p> <ul style="list-style-type: none"> ● Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon ● Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs <p>ELD-SC.2-3.Explain.Expressive Construct scientific explanations that</p> <ul style="list-style-type: none"> ● Describe observations and/or data about a phenomenon <p>ELD-SC.2-3.Argue.Expressive Construct scientific arguments that</p> <ul style="list-style-type: none"> ● Introduce topic / phenomenon for an issue related to the Natural and designed world(s) ● Make a claim supported by relevant evidence ● Establish a neutral tone ● Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim |
| <p>Standard 5: Language for Social Studies</p> | <p>ELD.SS.2-3.Explain.Interpretive Interpret social studies explanations by</p> <ul style="list-style-type: none"> ● Evaluating disciplinary concepts and ideas associated with a compelling or |

supporting question
ELD.SS.2-3.Explain.Expressive

Construct social studies explanations that

- Describe components, order, causes, or cycles

Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion

C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious

beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections:

- R.L.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.
- R.I.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- L.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.

F: Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

G: Identify the parts of high-frequency words that are regular and the parts that are irregular.

- L.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.

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and

information.

A: Introduce a topic clearly.

B: Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

C: Provide a conclusion.

- SL.PE.2.1. 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.

- 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.
- 2-LS2-2 Develop a simple model that mimics the function of an animal in dispersing seeds or pollinating plants.
- 2-LS4-1 Make observations of plants and animals to compare the diversity of life in different habitats

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

Career Readiness, Life Literacies, and Key Skills NJSLs (June 2020)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

Individuals should practice safe behaviors when using the Internet.

9.4.2.DC.3: Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.

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| An individual's digital footprint reflects the various actions an individual makes online, both positive and negative. | 9.4.2.DC.5: Explain what a digital footprint is and how it is created. |
| Young people can have a positive impact on the natural world in the fight against climate change. | 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). |
| New Jersey Student Learning Standards: Computer Science and Design Thinking | |
| The use of technology developed for the human designed world can affect the environment, including land, water, air, plants, and animals. | 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology. |
| Technologies that use natural sources can have negative effects on the environment, its quality, and inhabitants. | 8.2.2.ETW.3: Describe or model the system used for recycling technology. 8.2.2.ETW.4: Explain how the disposal of or reusing a product affects the local and global environment. |
| New Jersey Student Learning Standards: Climate Change Mandate | |
| Core Ideas | Performance Expectations (Identified with Standard Number and Statement) |
| Plants depend on water and light to grow. | 2-LS2-1: Plan and conduct an investigation to determine if plants need sunlight and water to grow. |
| Evidence of Student Learning | |
| Performance Tasks/Use of Technology: <ul style="list-style-type: none"> ● Brainpop - various habitats ● Discovery learning video - predator vs. prey in an ecosystem ● Video about animal partnerships and cooperation | Other Assessments Formative <ul style="list-style-type: none"> ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation Summative <ul style="list-style-type: none"> ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment Benchmark <ul style="list-style-type: none"> ● SGO Assessment |

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| | <ul style="list-style-type: none"> ● State Standardized Assessments (WIDA/W-APT) ● ACCESS <p>Alternative</p> <ul style="list-style-type: none"> ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project- School ● Unit Portfolio |
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Knowledge and Skills

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| Enduring Understandings: | Learning Targets: |
|---------------------------------|--------------------------|

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| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Animals have physical and behavioral adaptations that help them grow, survive, reproduce, and thrive in their environments. ● Animals have different characteristics that help them live in specific habitats. ● The basic needs of animals include food, water, shelter, and space. ● Habitats provide animals with the resources they need to survive. ● Animals depend on plants and other parts of their ecosystem to live and survive. ● Animals interact with each other in their environments in many ways, including cooperation and competition. ● The difference between predators and prey and how these roles affect survival. ● The language and key vocabulary related to survival, habitats, and animal behavior. | <p><i>Students will be able to...</i></p> <p><u>Language Skills</u></p> <ul style="list-style-type: none"> ● Describe animals, habitats, and survival strategies using complete sentences. ● Give information clearly and accurately about animals and their environments. ● Ask and answer questions related to animals, habitats, and adaptations. ● Participate actively in group discussions by sharing ideas and listening to others. ● Speak clearly, using appropriate pace and pronunciation to be understood. ● Use gestures, facial expressions, and body language to support communication. ● Create mental and visual images to better understand and describe content. ● Recognize and reuse common language patterns and sentence structures related to the unit. <p><u>Phonics and Letter Knowledge</u></p> <ul style="list-style-type: none"> ● Identify letters of the alphabet and the sounds they make in words related to animals and habitats. ● Differentiate between uppercase and lowercase letters in print. <p><u>Grammar</u></p> <ul style="list-style-type: none"> ● Identify nouns, especially animal names, habitat terms, and related vocabulary. ● Differentiate between singular and plural nouns to describe one or many animals or objects. |
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- Construct habitat dioramas
- Research how animals form partnerships
- Research/debate how harmful environmental issues affect animals

- FUNdations materials
- Trade books
- Fiction and nonfiction stories
- Big Books
- TPR
- Realia
- Extended time
- Peer buddies/Bilingual buddies
- Brain breaks
- Graphic organizers
- Songs and Chants
- GoNoodle

Suggested Options for Differentiation

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA

<https://wida.wisc.edu/teach/can-do/descriptors>.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. With consideration to UDL, time may be a factor in overcoming developmental concerns. More time will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high-level challenges related to the complexity of planning and carrying out investigations and analyzing and interpreting data.

Multilingual Learners:

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA

<https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies

- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction

- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

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Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:**OCEAN ACADEMY CHARTER SCHOOL****Overview****Content Area: Multilingual Learners****Unit Title: Unit 3: Water & Changing Nature
(Weather and Seasons)****Duration: 45 days****Grade Level: 2nd****Introduction/Unit Focus:**

In this unit, Grade 2 Multilingual Learners will explore one essential question: Where does water come from? Students will investigate the sources of water on Earth including rain, oceans, lakes, rivers, and streams and how water travels through the environment. Through hands-on activities, reading, and discussion, they will begin to understand the water cycle and how it connects clouds, precipitation, and

bodies of water.

Students will also examine how all living things: people, animals, and plants depend on water to survive. They will learn how water moves through nature and how it is collected, stored, and used in different parts of the world. Emphasis will be placed on using language to describe natural processes and explain ideas clearly in speaking and writing.

In addition to exploring water, this unit will focus on changes in nature, especially how seasons and weather patterns affect the environment. Students will observe and describe how the weather changes over time, how those changes impact daily life, and how people and animals prepare for different seasons.

Throughout the unit, students will build key academic vocabulary, strengthen their communication skills across the four language domains (listening, speaking, reading, and writing), and apply their learning through age-appropriate science content. Visuals, real-world connections, and scaffolding will ensure that students at all English proficiency levels are able to engage with the material meaningfully.

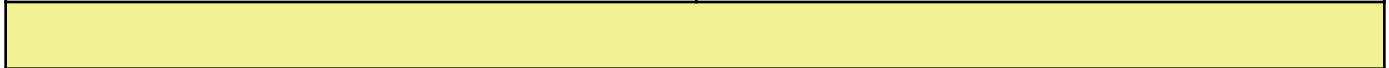
By the end of the unit, students will understand the importance of water in our world, the basics of how it moves through the environment, and how seasonal and weather changes impact the natural world around them.

Focus Standards (Major Standards)

| Wida: Grades K-12 THE WIDA ELD STANDARDS | Key Language Uses Multilingual Learners Will... |
|--|--|
| Standard 1: Social and Instructional Language | <p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> ● Recount and restate ideas ● Discuss how stories might end or next steps <p>ELD-SI.K-3.Inform</p> <ul style="list-style-type: none"> ● Describe characteristics, patterns, or behavior ● Sort, clarify, and summarize ideas ● Describe parts and wholes <p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> ● Offer ideas and suggestions ● Act on feedback to revise understanding of how or why something works <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> ● Defend change in one's own thinking ● Revised one's own opinions based on new information |
| Standard 2: Language for Language Arts | <p>ELD-LA.2-3.Narrate.Interpretive</p> <p>Interpret language arts narratives by</p> <ul style="list-style-type: none"> ● Identifying a central message from key details <p>ELD-LA.2-3.Narrate.Expressive</p> <p>Construct language arts narratives that</p> <ul style="list-style-type: none"> ● Develop story With time and event |

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| | <p>sequences, complication, resolution, or ending</p> <p>ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • Describing relationship between a series of events, ideas or concepts, or procedural steps <p>ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Add details to Define, describe, compare, and classify topic and/or entity |
| <p>Standard 3: Language for Mathematics</p> | <p>ELD-MA.2-3.Inform.Interpretive Interpret mathematical informational texts by</p> <ul style="list-style-type: none"> • Analyzing plan for problem-solving steps • evaluating simple pattern or structure <p>ELD-MA.2-3.Argue.Interpretive Interpret mathematics arguments by</p> <ul style="list-style-type: none"> • Identifying conjectures about what might be true • distinguishing connections among ideas in justifications <p>ELD-MA.2-3.Argue.Expressive Construct mathematical arguments that</p> <ul style="list-style-type: none"> • Create conjecture using definitions • generalize commonalities across cases • justify conclusions steps and strategies in simple patterns |
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| | <p>models, and/or information from investigations of phenomena or design Solutions</p> <ul style="list-style-type: none"> Analyzing whether evidence is relevant or not Distinguishing between evidence and opinions |
| <p>Standard 5: Language for Social Studies</p> | <p>ELD.SS.2-3.Argue.Interpretive</p> <p>Interpret social studies arguments that</p> <ul style="list-style-type: none"> introduce topic Select relevant information to support claims with evidence from one or more sources show relationships between claim, evidence, and reasoning |



Disciplinary Concepts for the Unit:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

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C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

1. The instruction shall:
 - (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
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“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections:

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- L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

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B: Decode regularly spelled two-syllable words with long vowels.

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D: Identify words with inconsistent but common spelling-sound correspondences.

E: Recognize and read grade-appropriate irregularly spelled words.

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A: Introduce a topic clearly.

B: Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

C: Provide a conclusion.

- SL.PE.2.1. 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.

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly
- 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land
- 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.

New Jersey Student Learning Standards: 9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation

[Career Readiness, Life Literacies, and Key Skills NJSLs \(June 2020\)](#)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Core Ideas

Performance Expectations (Identified with Standard Number and statement)

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| External factors can influence the items that an individual wants or needs. | 9.1.2.FP.2: Differentiate between financial wants and needs. |
| There are ways to keep the things we value safely at home and other places. | 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them. |
| Young people can have a positive impact on the natural world in the fight against climate change. | 9.4.2.DC.7: Describe actions peers can take to positively impact climate change |

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

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| Innovation and the improvement of existing technology involves creative thinking. | 8.2.2.NT.2: Brainstorm how to build a product, improve a designed product, fix a product that has stopped working, or solve a simple problem. |
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

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| Core Ideas | Performance Expectations (Identified with Standard Number and Statement) |
| Asking questions, making observations, and gathering information are helpful in thinking about problems. | 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. |

Evidence of Student Learning

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| <p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Students will view building background video for this unit. ● Bill Nye Jump video - Review Water as one of Earth’s natural resources that is used in different ways ● Water Cycle Song ● Brainpop Jr. - Water cycle ● Brainpop Jr.- Weather & seasons | <p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation <p>Summative</p> <ul style="list-style-type: none"> ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● SGO Assessment ● State Standardized Assessments (WIDA/W-APT) ● ACCESS |
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| | <p>Alternative</p> <ul style="list-style-type: none"> ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project- School ● Unit Portfolio |
| <p>Knowledge and Skills</p> | |
| <p>Enduring Understandings:</p> | <p>Learning Targets:</p> |
| <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Water is essential for life and moves through a continuous cycle that includes evaporation, condensation, and precipitation. ● Water can change forms (solid, liquid, gas) depending on temperature and environmental conditions. ● The Earth is made up of many kinds of land and bodies of water, including oceans, lakes, rivers, and streams. ● There is a difference between saltwater and freshwater, and each supports different types of life. ● Weather comes in many forms, such as rain, snow, sunshine, and wind, and can follow recognizable patterns. ● Natural cycles, such as the water cycle and seasons, affect living things and the environment around us. ● People experience different activities depending on the season, and seasonal changes affect how we live, dress, and travel. ● Homes have different parts that help keep people safe and comfortable in all kinds of weather. ● Over time, the way people find, collect, and use water has changed due to inventions and technology. ● We can use models and visuals (like maps and diagrams) to show land, water, and weather in our world. | <p><i>Students will be able to...</i></p> <p><u>Listening and Speaking</u></p> <ul style="list-style-type: none"> ● Describe weather, water, and seasonal changes using complete sentences and academic vocabulary. ● Ask and answer questions during group discussions related to water, seasons, and natural phenomena. ● Participate in classroom discussions by taking turns, staying on topic, and responding respectfully. ● Speak clearly at an appropriate volume and pace so others can understand. ● Use gestures, facial expressions, and visuals to help convey meaning during oral presentations or conversations. ● Recognize and use sentence frames and familiar language patterns when sharing ideas or responding to questions. ● Create and explain visual models (e.g., diagrams of the water cycle, weather charts) to support oral explanations. <p><u>Phonics and Word Work</u></p> <ul style="list-style-type: none"> ● Identify uppercase and lowercase letters and their corresponding sounds in unit-specific vocabulary. ● Decode and spell key science and weather-related words using phonics strategies. ● Recognize and read high-frequency words found in informational texts related to nature and the environment. <p><u>Grammar and Language Use</u></p> <ul style="list-style-type: none"> ● Identify and use common nouns related to weather, water, and seasonal activities. ● Differentiate between singular and plural forms of nouns (e.g., cloud/clouds, season/seasons). |

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| | <ul style="list-style-type: none"> ● Begin using adjectives to describe weather conditions and natural elements (e.g., cold rain, sunny sky). <p><u>Reading</u></p> <ul style="list-style-type: none"> ● Use illustrations, photographs, and diagrams to support comprehension of texts about nature, water, and weather. ● Identify and follow patterns in nonfiction texts (e.g., headings, labels, repeated sentence structures). ● Apply foundational reading concepts such as tracking print from left to right, identifying punctuation, and recognizing sentence boundaries. ● Make text-to-self and text-to-world connections using information from weather and seasonal texts. <p><u>Writing</u></p> <ul style="list-style-type: none"> ● Write their full name legibly using correct capitalization. ● Illustrate and label diagrams (e.g., water cycle, types of weather, landforms) to show understanding. ● Write captions for pictures or models using content vocabulary from the unit. ● Write simple descriptive sentences about weather, seasons, or water using learned phonics, vocabulary, and grammar. ● Begin writing short informational texts with a topic sentence, supporting details, and appropriate visuals. |
| Essential Questions: | |
| <ul style="list-style-type: none"> ● Where does water come from, and why is it important to all living things? ● How does the water cycle move water through our world? ● What are the different forms of water, and how can water change? ● What causes weather, and how does it change from day to day or season to season? ● How do people, plants, and animals prepare for different types of weather and seasons? ● How has the way we use and collect water changed over time? | |
| Suggested Activities | Resources |

- Watch video of African community with play pump
- Bodies of Water match game
- Review water as a critical resource at home, school, and in the environment; water sustains life.
- Review kinds of weather
- Keep a weather chart, making weather predictions according to weather patterns
- Conduct an experiment based on the water cycle
- Study how seasons vary around the world.
- Discuss how humans are affecting the weather
- Debate the issue of global warming

- National Geographic Reach program
- Rosetta Stone
- Learning A-Z
- Supplemental Materials
- Brainpop
- Raz-kids
- Interactive whiteboard
- Chromebooks
- Google translate
- FUNdations materials
- Trade books
- Fiction and nonfiction stories
- Big Books
- TPR
- Realia
- Extended time
- Peer buddies/Bilingual buddies
- Brain breaks
- Graphic organizers
- Songs and Chants
- GoNoodle

Suggested Options for Differentiation

Accommodations and Modifications:

Multilingual Learners:

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization

- Visuals:
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials
- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons

- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor

- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials
- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes:

OCEAN ACADEMY CHARTER SCHOOL

Overview

Content Area: Multilingual Learners

Unit Title: Good Citizenship & Cooperation - Unit 4

Duration: 45 days

Grade Level: 2nd

Introduction/Unit Focus:

In this unit, Grade 2 Multilingual Learners will explore the concept of citizenship and what it means to be a responsible member of a group, school, and community. Students will learn that citizenship is not just about where someone lives, but how they act, contribute, and treat others in shared spaces.

Through stories, class discussions, role-playing, and language-rich activities, students will discover important traits of good citizens including kindness, honesty, respect, fairness, responsibility, generosity, and self-discipline. They will explore how these values help create a positive, safe, and supportive environment for everyone.

The unit will also encourage students to reflect on their own actions and the ways they can show good citizenship every day, whether by helping others, following school rules, telling the truth, sharing, or showing respect for different people and cultures.

As they engage with both fiction and nonfiction texts, students will develop vocabulary and sentence structures related to behavior, character, and community. They will also practice using English across all four domains: listening, speaking, reading, and writing all within the context of learning how to be a respectful and active citizen.

By the end of the unit, students will not only understand what it means to be a good citizen but also be able to explain how their actions impact others and contribute positively to the world around them.

Focus Standards (Major Standards)

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| <p>Wida: Grades K-12 THE WIDA ELD STANDARDS</p> | <p>Key Language Uses Multilingual Learners Will...</p> |
| <p>Standard 1: Social and Instructional Language</p> | <p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> ● Share ideas about one’s own and others’ lived experiences and previous learning ● Connect stories with images and representations to add meaning <p>ELD-SI.K-3.Inform</p> <ul style="list-style-type: none"> ● Sort, clarify, and summarize ideas ● Summarize information from interaction with others and from learning experiences <p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> ● Compare and contrast objects or concepts <p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> ● Ask questions about others’ opinions ● Support own opinions with reasons ● Depends change in one's own thinking ● revised one's own opinions based on new information |
| <p>Standard 2: Language for Language Arts</p> | <p>ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> ● Identifying how character attributes and actions contribute to an event sequences ● Determining the meaning of words and phrases as they are used in text, distinguishing literal from nonliteral language <p>ELD-LA..2-3.Narrate.Expressive Construct language arts narratives that</p> <ul style="list-style-type: none"> ● Develop story with time and event sequences, complication, resolution, or ending <p>ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> ● Describing relationship between a series of |

| | |
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| | <p>events, ideas or concepts, or procedural steps</p> <p>ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> • Develop coherence and cohesion throughout text |
| <p>Standard 3: Language for Mathematics</p> | <p>ELD-MA.2-3.Inform.Interpretive Interpret mathematical informational texts by</p> <ul style="list-style-type: none"> • Evaluating simple pattern or structure <p>ELD-MA.2-3.Argue.Interpretive Interpret mathematics arguments by</p> <ul style="list-style-type: none"> • Extracting mathematical operations and facts from solution strategies to create generalizations <p>ELD-MA.2-3.Argue.Expressive Construct mathematical arguments that</p> <ul style="list-style-type: none"> • Identify and respond to others arguments |
| <p>Standard 4: Language for Science</p> | <p>ELD-SC.2-3.Explain.Interpretive Interpret scientific explanations by</p> <ul style="list-style-type: none"> • Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs <p>ELD-SC.2-3.Explain.Expressive Construct scientific explanations that</p> <ul style="list-style-type: none"> • Describe observations and/or data about of phenomenon |
| <p>Standard 5: Language for Social Studies</p> | <p>ELD.SS.2-3.Explain.Interpretive Interpret social studies explanations by</p> <ul style="list-style-type: none"> • Evaluating disciplinary concepts and ideas associated with a compelling or supporting question <p>ELD.SS.2-3.Explain.Expressive Construct social studies explanations that</p> <ul style="list-style-type: none"> • Generalize possible reasons for a development or event <p>ELD.SS.2-3.Argue.Interpretive Interpret social studies arguments by</p> <ul style="list-style-type: none"> • Analyzing relevant information from one or two sources to develop claims in response to compelling questions • Evaluating source credibility based on distinctions between fact and opinion |

Disciplinary Concepts for the Unit:

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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.

F: Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

G: Identify the parts of high-frequency words that are regular and the parts that are irregular.

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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.

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A: Introduce a topic clearly.

B: Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

C: Provide a conclusion.

- SL.PE.2.1. 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.

- 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly
- 2-ESS2-1 Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land
- 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.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law.
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

New Jersey Student Learning Standards: [9.1, 9.2, and 9.4 Career Awareness, Exploration, and Preparation](#)

[Career Readiness, Life Literacies, and Key Skills NJSLs \(June 2020\)](#)

Career Readiness, Life Literacies, and Key Skills Practices

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

| <i>Core Ideas</i> | <i>Performance Expectations (Identified with Standard Number and statement)</i> |
|--|---|
| There are actions an individual can take to help make this world a better place. | 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. |

New Jersey Student Learning Standards: [Computer Science and Design Thinking](#)

| | |
|---|---|
| <i>The availability of technology for essential tasks varies in different parts of the world.</i> | <i>8.2.2.EC.1: Identify and compare technology used in different schools, communities, regions, and parts of the world.</i> |
|---|---|

New Jersey Student Learning Standards: [Climate Change Mandate](#)

| <i>Core Ideas</i> | <i>Performance Expectations (Identified with</i> |
|-------------------|--|
|-------------------|--|

| | |
|--|---|
| | Standard Number and Statement) |
| There are actions an individual can take to help make this world a better place. | 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. |

Evidence of Student Learning

| | |
|--|---|
| <p>Performance Tasks/Use of Technology:</p> <ul style="list-style-type: none"> ● Students will view building background video for this unit. ● Kindness is Cooler story video ● Brain pop Jr. - Citizenship video ● 10 Random acts of kindness video for kids | <p>Other Assessments</p> <p>Formative</p> <ul style="list-style-type: none"> ● Performance/skill demonstration ● Student reflection ● Do Now ● Exit Slips ● Observation ● Homework/Classwork ● Journals ● Quizzes ● Discussion/Participation <p>Summative</p> <ul style="list-style-type: none"> ● Reading Unit Test ● Key Words Unit Test ● Grammar Unit Test ● Diagnostic Assessment ● Have student retell progress ● Teachers observations ● SGO Assessment <p>Benchmark</p> <ul style="list-style-type: none"> ● SGO Assessment ● State Standardized Assessments (WIDA/W-APT) ● ACCESS <p>Alternative</p> <ul style="list-style-type: none"> ● Ongoing assessment of skills ● Anecdotal notes of skills and competencies for each student ● Unit Project- School ● Unit Portfolio |
|--|---|

Knowledge and Skills

| | |
|--|--|
| <p>Enduring Understandings:</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Citizenship means being a responsible and respectful member of a group, school, or community. ● Good citizens show positive character traits such as honesty, kindness, respect, fairness, responsibility, and self-discipline. ● Respecting others means listening, sharing, and accepting different ideas and backgrounds. ● Honesty and fairness help build trust and | <p>Learning Targets:</p> <p><i>Students will be able to...</i></p> <p><u>Listening & Speaking</u></p> <ul style="list-style-type: none"> ● Describe people, actions, and events using complete sentences and unit vocabulary (e.g., respect, fairness, responsibility). ● Ask and answer questions in conversations and group discussions about good citizenship and community roles. ● Speak clearly, using an appropriate |
|--|--|

strong relationships within a community.

- Kindness and generosity make communities stronger and more welcoming for everyone.
- Self-discipline helps us make good choices and control our actions.
- Citizens have both rights and responsibilities — they are allowed to participate, but must also follow rules and help others.
- Being an active and caring citizen means participating in ways that help the group and make the community better.

volume, pace, and tone for different situations.

- Use gestures, facial expressions, and visuals to help explain ideas and feelings during oral presentations or partner work.
- Participate in class discussions by taking turns, listening to others, and building on others' ideas.
- Use and reuse sentence frames and language patterns to express opinions, agree or disagree, and give examples (e.g., "A good citizen is someone who...").

Phonics & Word Work

- Identify and match uppercase and lowercase letters in written and printed materials.
- Recognize and produce the sounds associated with letters and common spelling patterns in unit vocabulary.
- Decode, blend, and write key vocabulary related to community and character traits (e.g., honest, kind, citizen, help).

Grammar

- Identify and correctly use common and proper nouns related to people and places in the community (e.g., firefighter, school, Ms. Lee).
- Differentiate between singular and plural nouns (e.g., citizen/citizens, rule/rules) and apply them in speech and writing.
- Begin using adjectives and verbs to describe actions and qualities (e.g., "She is helpful." "He tells the truth.").

Reading

- Use illustrations, labels, and graphic organizers to support understanding of texts about community, citizenship, and behavior.
- Identify repeated language patterns and sight words in simple texts about people and communities.
- Apply concepts of print (e.g., reading left to right, recognizing punctuation) while reading both fiction and nonfiction materials.
- Demonstrate understanding of key details in a text by answering who, what, when, where, why, and how questions.

- Extended time
- Peer buddies/Bilingual buddies
- Brain breaks
- Graphic organizers
- Songs and Chants
- GoNoodle

Suggested Options for Differentiation

Accommodations and Modifications:

Multilingual Learners:

Students will be supported according to the recommendations for “can do’s” as outlined by WIDA <https://wida.wisc.edu/teach/can-do/descriptors>.

- Bi-lingual buddies
- Build Background knowledge/Vocabulary
- Calendars
- Charts
- Chunking Information
- Color coding
- Flashcards
- Flexible Grouping
- Google translate
- Graphic Organizers
- Graphs
- Manipulatives
- Mind maps
- Mnemonics
- Multi-Sensory Instruction
- Peer Buddies
- Pictures
- Pre-teach vocabulary
- Root words
- Scaffolded Questioning
- Small Group Instruction
- Timelines
- Visualization
- Visuals
- Word Banks
- Word Walls

Special Education

Support staff will be available to aid students related to IEP specifications. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Adjust the pace of lessons
- Allow tests to be taken in a separate room
- Checklist for steps in problems
- Conversation frames
- Flexible Grouping
- Give directions/instructions verbally and in a simple written format.
- Graphic Organizers
- Keep workspaces clear of unrelated materials

- Maintain adequate space between desks
- Modeling
- Multi-Sensory Instruction
- Pre-teaching vocabulary
- Provide extra time to complete assignments.
- Provide peer support for the presentation
- Sentence starters
- Shorten assignments to focus on mastery of key concepts
- Simplified directions
- Technology Integration
- Tiered Activities
- Translation applications
- Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas.
- Utilize modifications & accommodations delineated in the student's IEP
- Visual Cues/Models
- Visuals
- Word Banks
- Work with a partner
- Work with paraprofessional
- Writing frames
- Yes/No questions (LEP 1 & 2)

Students with 504 Plans

All instructional leaders will also attend to 504 accommodations. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

- Flexible Grouping
- Graphic Organizers
- Multi-Sensory Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Gifted and Talented

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.

- Adjusting the pace of lessons
- Curriculum Compacting
- Flexible Grouping
- Graphic Organizers
- Higher-order thinking skills
- Independent study
- Inquiry-based instruction
- Interest-based content
- Multi-Sensory Instruction
- Real-world scenarios
- Student Driven Instruction
- Technology Integration
- Tiered Activities
- Visual Cues/Models

Students at Risk of School Failure

Formative and summative data will be used to monitor student success at first signs of failure student

work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Adjust for personal space or other behaviors as needed
- Brain Breaks
- Build Background/Vocabulary
- Chunking Information
- Extended Time
- Give directions/instructions verbally
- Gradual Release Model
- Graphic Organizers
- Increase one on one time
- Instructions may be printed in large print and hung up for the student to see during the lesson.
- Manipulatives
- Modified Assignments
- Multi-Sensory Instruction
- Oral prompts can be given
- Peer Buddies
- Peer Support
- Preferential Seating
- Review behavior expectations
- Scaffolded Questioning
- Small Group Instruction
- Teachers may modify instructions by modeling what the student is expected to do
- Technology Integration
- Tiered Activities
- Using visual demonstrations, illustrations, and models
- Visual Cues/Models
- Word Bank

Diversity and Inclusion:

- Involve families in student learning
- Respect cultural traditions
- Provided students with necessary academic resources and materials
- Allow for alternative assignments
- Provide visuals
- Assign peer tutor
- Collaborate with language professionals and ESL teachers
- Encourage parents to help children maintain their native language at home, while the school helps the child attain proficiency in English.
- Establish a positive connection with parent
- Utilize closed captioning when available
- Provide road maps or outlines for difficult concepts
- Provide sufficient wait time before calling on any student to help keep students who may need more time engaged
- Display a word wall with current academic vocabulary in each subject
- Speak clearly and slowly, avoid slang and idiomatic expressions
- Create a nurturing environment with structured routines

Core Instructional and Supplemental Materials

- Big Books
- Classroom library resources
- FUNdations Materials

- High Frequency Word Books
- Language Song Books
- Practice Master
- Read Together Books
- Talk Together Books
- Teamwork Activities
- Vocabulary Builder Manipulatives

Teacher Notes: