

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Mary E. Roberts Elementary School
Multilingual Learners Program*

**English as a Second Language
2nd Grade**

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Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	15
<u>Units Scope and Sequence</u>	16

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[Course Description and Fundamental Concepts](#)

The English Language Learners curriculum is a developmental English language program designed for students whose first language is not English. The New Jersey Student Learning Standards as well as the WIDA English Language Proficiency Standards, provide the context of the ESL curriculum in grades K-12. The curriculum emphasizes 21st century world content of social studies, science and mathematics through a literacy lens.

Emphasis is placed on the development of English language proficiency in the **four language domains**: *listening, speaking, reading and writing* and across the **five levels of language proficiency**: *Entering, Developing, Emerging, Expanding and Bridging*. For learning to occur, language must be comprehensible and just beyond the current ability level (i+1) (Krashen, 1982).

English language development takes place over multiple years, is variable and is dependent on many factors including age, maturation, classroom experiences, motivation and attitude.

[New Jersey Student Learning Standards \(NJSLs\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Standard #	Standard Description
NJSLSA.R1.	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
RL.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RL.2.2.	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
RL.2.3.	Describe how characters in a story respond to major events and challenges using key details.
RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
RL.2.6.	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7.	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
RL.2.9.	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
RL.2.10.	Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.
RI.2.1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
RI.2.5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
RI.2.6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7.	Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
RI.2.8.	Describe and identify the logical connections of how reasons support specific points the author makes in a text.
RI.2.9.	Compare and contrast the most important points presented by two texts on the same topic.
RI.2.10.	Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.
RF.2.3.	Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondences for common vowel teams. B. Decode regularly spelled two-syllable words with long vowels. C. Decode words with common prefixes and suffixes. D. Identify words with inconsistent but common spelling-sound correspondences. E. Recognize and read grade-appropriate irregularly spelled words.
RF.2.4.	Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLSA.W1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
NJSLSA.W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
NJSLSA.W7.	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
NJSLSA.W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
NJSLSA.W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
NJSLSA.W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
W.2.1.	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.
W.2.2.	Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
W.2.3.	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
W.2.5.	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
W.2.6.	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7.	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
W.2.8.	Recall information from experiences or gather information from provided sources to answer a question.
NJSLSA.SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.SL3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
NJSLSA.SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
NJSLSA.SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.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.
SL.2.2.	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
SL.2.3.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
SL.2.4.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.2.5.	Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.2.6.	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
NJSLSA.L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
NJSLSA.L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use collective nouns (e.g., group). B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). C. Use reflexive pronouns (e.g., myself, ourselves). D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). E. Use adjectives and adverbs, and choose between them depending on what is to be modified. F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
L.2.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize holidays, product names, and geographic names. B. Use commas in greetings and closings of letters. C. Use an apostrophe to form contractions and frequently occurring possessives. D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
L.2.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.
L.2.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5.	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L.2.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

WIDA Standards

Standard #	Standard Description
1	<i>English language learners communicate for Social and Instructional Purposes within the school setting.</i>
2	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.</i>
3	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.</i>
4	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.</i>
5	<i>English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.</i>

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 2		
Unit Addressed	Core Idea	Standard / Description
4, 6	Different types of jobs require different knowledge and skills.	9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.
4	Income is received from work in different ways including regular payments, tips, commissions, and benefits.	9.2.2.CAP.2: Explain why employers are willing to pay individuals to work.

4, 6	There are benefits and drawbacks to being an entrepreneur.	<i>9.2.2.CAP.3: Define entrepreneurship and social entrepreneurship.</i> <i>9.2.2.CAP.4: List the potential rewards and risks to starting a business.</i>
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Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 2		
Unit Addressed	Core Idea	Standard / Description
1, 3, 6	Creativity and Innovation: Brainstorming can create new, innovative ideas.	<i>9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).</i> <i>9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).</i>
3, 4, 5	Critical Thinking and Problem-solving: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.	<i>9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2)</i> <i>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).</i> <i>9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</i>
4, 6, 8	Digital Citizenship: Digital artifacts can be owned by individuals or organizations.	<i>9.4.2.DC.1: Explain differences between ownership and sharing of information.</i> <i>9.4.2.DC.2: Explain the importance of respecting digital content of others.</i>
4, 6	Digital Citizenship: Individuals should practice safe behaviors when using the Internet.	<i>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).</i> <i>9.4.2.DC.4: Compare information that should be kept private to information that might be made public</i>
1, 4	Digital Citizenship: An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.	<i>9.4.2.DC.5: Explain what a digital footprint is and how it is created.</i>

4, 6	Digital Citizenship: Digital communities allow for social interactions that can result in positive or negative outcomes.	<i>9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.</i>
2, 5, 7	Digital Citizenship: Young people can have a positive impact on the natural world in the fight against climate change.	<i>9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1).</i>
1, 4, 8	Global and Cultural Awareness: Individuals from different cultures may have different points of view and experiences.	<i>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).</i>
2, 6	Information and Media Literacy: Digital tools and media resources provide access to vast stores of information that can be searched	<i>9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource</i>
3, 7	Information and Media Literacy: Digital tools can be used to display data in various ways.	<i>9.4.2.IML.2: Represent data in a visual format to tell a story about the data (e.g., 2.MD.D.10).</i>
3, 5, 7	Information and Media Literacy: A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.	<i>9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).</i>
2, 6, 7	Information and Media Literacy: Information is shared or conveyed in a variety of formats and sources.	<i>9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</i>

7	Technology Literacy: Digital tools have a purpose.	<p>9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).</p> <p>9.4.2.TL.2: Create a document using a word processing application.</p> <p>9.4.2.TL.3: Enter information into a spreadsheet and sort the information.</p> <p>9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.</p> <p>9.4.2.TL.5: Describe the difference between real and virtual experiences.</p> <p>9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5).</p>
4, 6	Technology Literacy: Collaboration can simplify the work an individual has to do and sometimes produce a better product	<p>9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).</p>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#)) *Crosswalk with old VPA Integration Chart*

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
5, 8	Creating	<p><i>Anchor Standard 1: Generating and conceptualizing ideas.</i></p> <p><i>Anchor Standard 2: Organizing and developing ideas.</i></p> <p><i>Anchor Standard 3: Refining and completing products.</i></p>
2, 5, 7, 8	Connecting	<p><i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i></p> <p><i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i></p>

<p>1, 4, 8</p>	<p>Performing/ Presenting/ Producing</p>	<p><i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i></p>
<p>3, 6</p>	<p>Responding</p>	<p><i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i></p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit 1: Hello, Neighbor!: Community	September (~19 days)
Unit 2: Staying Alive: Animal Adaptations and Needs	October (~19 days)
Unit 3: Water for Everyone: Conservation	November (~16 days)
Unit 4: Lend a Hand: Citizenship	December (~15 days)
Unit 5: Everything Changes: Nature	January (~18 days)
Unit 6: Better Together: Teamwork	February (~18 days)
Unit 7: Best Buddies: Partnerships in Nature	March/April (~15-20 days)
Unit 8: Our United States: Patriotism	May/June (~15-20 days)

Units Scope and Sequence

Unit Name: Hello, Neighbor!: Community

Learning Goals: What do I want my students to learn?

Standards

[NJSLS - RL.2.1; RL.2.3; RL.2.5; RL.2.6; RL.2.7; RL.2.10; RI.2.1; RI.2.2; RI.2.4; RI.2.6; RI.2.7; RI.2.10; RF.2.3a; RF.2.3c; RF.2.3e; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.2; W.2.3; W.2.5; W.2.8; SL.2.1a; SL.2.1b; SL.2.1c; SL.2.3; SL.2.6; L.2.1e; L.2.2d; L.2.3a; L.2.4c; L.2.4e; L.2.5a; L.2.6](#)

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What is special about my community?
- What makes up a community?
- Can I be a part of multiple communities?
- How do communities differ?

Learning Objectives

Students will be able to...

- Discuss various jobs and places in the community using target vocabulary
- Apply newly learned vocabulary in context in writing and speaking
- Express similarities and differences between two things
- Ask and answer questions about individuals and places
- Make predictions, draw conclusions and inferences from a graphic

Unit Name: Staying Alive: Animal Adaptations and Needs

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.2.1; RL.2.4; RL.2.7; RL.2.10; RI.2.1; RI.2.3; RI.2.4; RI.2.6; RI.2.7; RI.2.10; RF.2.3a; RF.2.3c; RF.2.3d; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.2; W.2.5; W.2.7; W.2.8; SL.2.1a; SL.2.1c; SL.2.6; L.2.2d; L.2.4a; L.2.4c; L.2.4e; L.2.5a; L.2.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What does it take to survive?
- How do adaptations help animals?
- How do I describe using my senses?
- How does an animal's environment help/hurt them?

Learning Objectives

Students will be able to...

- Make comparisons between different animals using target vocabulary
- Apply newly learned vocabulary in context in writing and speaking
- Express similarities and differences between two things
- Explain how adaptations help animals stay safe
- Make predictions, draw conclusions and inferences from a graphic

Unit Name: Water for Everyone

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - [RL.2.2](#); [RL.2.6](#); [RL.2.7](#); [RL.2.10](#); [RI.2.1](#); [RI.2.3](#); [RI.2.4](#); [RI.2.10](#); [RF.2.3a](#); [RF.2.3c](#); [RF.2.3d](#); [RF.2.4a](#); [RF.2.4b](#); [RF.2.4c](#); [W.2.1](#); [W.2.5](#); [W.2.8](#); [SL.2.1a](#); [SL.2.1c](#); [SL.2.1b](#); [SL.2.3](#); [SL.2.6](#); [L.2.3a](#); [L.2.4a](#); [L.2.4b](#); [L.2.4c](#); [L.2.4e](#); [L.2.5a](#); [L.2.6](#)

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Where does water come from?
- How important is water on Earth?
- What happens when we lack water?

Learning Objectives

Students will be able to...

- Apply newly learned vocabulary in context in writing and speaking
- Use metalinguistic awareness to draw connections between L1 and L2 when discussing suffixes
- Explain the water cycle using target vocabulary
- Determine cause and effect in a series of events
- Identify the problems and solutions in fictional and non-fiction texts

Unit Name: Lend a Hand: Citizenship

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.2.1; RL.2.3; RL.2.4; RL.2.5; RL.2.7; RL.2.9; RL.2.10; RI.2.1; RI.2.3; RI.2.4; RI.2.7; RI.2.10; RF.2.3a; RF.2.3b; RF.2.3c; RF.2.3e; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.3; W.2.5; W.2.8; SL.2.1a; SL.2.1b; SL.2.1c; SL.2.2; SL.2.3; SL.2.6; L.2.1e; L.2.2d; L.2.4a; L.2.4c; L.2.4e; L.2.5a; L.2.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What are our responsibilities to each other?
- How do people help each other?
- Who can use help around me?
- What is citizenship?

Learning Objectives

Students will be able to...

- Apply newly learned vocabulary in context in writing and speaking
- Use metalinguistic awareness to draw connections between L1 and L2 when discussing suffixes
- Explain the lesson learned by characters in a fictional text
- Determine character traits of characters by looking at dialogue, thoughts, actions, and feelings
- Identify the problems and solutions in fictional and non-fiction texts

Unit Name: Everything Changes: Nature

Learning Goals: What do I want my students to learn?

Standards

[NJSLs - RL.2.1; RL.2.3; RL.2.4; RL.2.6; RL.2.7; RI.2.1; RI.2.2; RI.2.3; RI.2.4; RI.2.5; RI.2.6; RI.2.8; RI.2.9; RI.2.10; RF.2.3a; RF.2.3b; RF.2.3c; RF.2.3d; RF.2.3e; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.1; W.2.2; W.2.5; W.2.8; SL.2.1a; SL.2.2; SL.2.3; SL.2.4; SL.2.6; L.2.2d; L.2.2e; L.2.4a; L.2.4b; L.2.4c; L.2.4e; L.2.5a; L.2.6](#)
[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)
[NJSLs - Life Literacies and Key Skills](#)
[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Why is nature always changing?
- How can we see nature change?
- How do the seasons differ?

Learning Objectives

Students will be able to...

- Apply newly learned vocabulary in context in writing and speaking
- Use metalinguistic awareness to draw connections between L1 and L2 when discussing suffixes
- Explain the water cycle using target vocabulary
- Determine cause and effect in a series of events
- Identify the problems and solutions in fictional and non-fiction texts
- Compare and contrast features of the seasons

Unit Name: Best Buddies: Partnerships in Nature

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - *RL.2.1; RL.2.4; RL.2.6; RL.2.7; RL.2.10; RI.2.3; RI.2.4; RI.2.5; RI.2.6; RI.2.7; RI.2.10; RF.2.3b; RF.2.3c; RF.2.3d; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.1; W.2.3; W.2.5; W.2.6; W.2.7; W.2.8; SL.2.1a; SL.2.1b; SL.2.1c; SL.2.2; SL.2.6; L.2.4a; L.2.4b; L.2.4e; L.2.5a; L.2.6*

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- How are plants and animals interdependent?
- What are types of relationships in nature?
- What is an ecosystem?
- How can my L1 support my L2 while learning?

Learning Objectives

Students will be able to...

- Apply newly learned vocabulary in context in writing and speaking
- Use metalinguistic awareness to draw connections between L1 and L2 when discussing suffixes
- Make conclusions about information presented about coral reefs
- Explain how certain animals need each other to survive
- Identify the motives of characters in fictional and non-fiction texts
- Compare and contrast types of symbiotic relationships

Unit Name: Better Together: Teamwork

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.2.1; RL.2.4; RL.2.6; RL.2.7; RL.2.10; RI.2.3; RI.2.4; RI.2.5; RI.2.6; RI.2.7; RI.2.10; RF.2.3b; RF.2.3c; RF.2.3d; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.1; W.2.3; W.2.5; W.2.6; W.2.7; W.2.8; SL.2.1a; SL.2.1b; SL.2.1c; SL.2.2; SL.2.6; L.2.4a; L.2.4b; L.2.4e; L.2.5a; L.2.6*

[NJSLs - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLs - Life Literacies and Key Skills](#)

[NJSLs - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- Why do people work together?
- What kind of qualities are needed to work in a team?
- How can I use my L1 to support my L2 in learning?

Learning Objectives

Students will be able to...

- Apply newly learned vocabulary in context in writing and speaking
- Use metalinguistic awareness to draw connections between L1 and L2 when discussing suffixes
- Explain the individuals in a community help each other
- Determine cause and effect in a series of events
- Identify the problems and solutions in fictional and non-fiction texts

Unit Name: Our United States: Patriotism

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - *RL.2.2; RL.2.4; RI.2.1; RI.2.3; RI.2.4; RI.2.5; RI.2.6; RI.2.8; RI.2.9; RI.2.10; RF.2.3b; RF.2.3c; RF.2.3d; RF.2.3e; RF.2.3f; RF.2.4a; RF.2.4b; RF.2.4c; W.2.2; W.2.5; W.2.8; SL.2.1a; SL.2.1c; SL.2.4; SL.2.6; L.2.2c; L.2.2d; L.2.4a; L.2.4b; L.2.4c; L.2.4d; L.2.4e; L.2.5a; L.2.6*

[NJSLS - Career Awareness, Exploration, Preparation, and Training](#)

[NJSLS - Life Literacies and Key Skills](#)

[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

- What does America mean to you?

Learning Objectives

Students will be able to...

- Apply newly learned vocabulary in context in writing and speaking
- Use metalinguistic awareness to draw connections between L1 and L2 when discussing suffixes
- Make conclusions about information presented about coral reefs
- Explain how certain animals need each other to survive
- Identify the motives of characters in fictional and non-fiction texts

Please contact the Content Supervisor for any questions.