

Unit 2: Decoding Language

16 Class Meetings

Updated May 2026

Essential Questions

- What are the benefits of a bilingual brain?
- How do Romance languages interconnect?
- In what ways can we use morphology to decode second language learning?

Enduring Understandings with Unit Goals

EU 2: We can adapt specific language strategies to learn a second language

- Evaluate processes of the bilingual brain
- Identify the morphology of common affixes

EU 1: Romance languages originated from Latin and Greek roots

- Compare and contrast the origin of Romance languages
- Recognize etymology of Latin/Greek-based words

EU 3: Identifying word parts promote language development

- Categorize affixes
- Compare and contrast cognates

CELP Standards

- 6-8.1. Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading and viewing
- 6-8.2. Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions
- 6-8.3. Speak and write about grade-appropriate complex literary and informational texts and topics
- 6-8.4. Construct grade-appropriate oral and written claims and support them with reasoning and evidence
- 6-8.5. Conduct research and evaluate and communicate findings to answer questions or solve problems
- 6-8.7. Adapt language choices to purpose, task and audience when speaking and writing
- 6-8.8. Determine the meaning of words and phrases in oral presentations and literary and informational text
- 6-8.10. Make accurate use of standard English to communicate in grade-appropriate speech and writing

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ISAAC Vision of the Graduate Competencies
Competency 1: Write effectively for a variety of purposes. Competency 2: Speak to diverse audiences in an accountable manner. Competency 3: Develop the behaviors needed to interact and contribute with others on a team. Competency 4: Analyze and solve problems independently and collaboratively. Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

Reading

- Identify important literacy features of a text
- Romance languages

Writing

- Academic vocabulary cards
- Latin and Greek etymology

Listening

- Make word meaning predictions
- Follow common, explicit oral direction for dictionary use

Speaking

- Identify words to describe morphology
- Identify words to describe etymology

Key Terms:

Vocabulary: Morphology, etymology, affix, prefix, suffix, roots, decode, bilingualism

Interdisciplinary Connections:

- ELA
- Social studies
- Science
- Spanish

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Daily Learning Objectives with *Do Now Activities*

Students will be able to

- Translate and interpret unit vocabulary
- Compare and contrast romance languages
- Illustrate the geography of romance languages*
- Distinguish Latin and Greek-based roots****
- Compare and contrast affixes and pre-fixes *
- Illustrate the similarities between Spanish and English affixes
- Summarize what makes an idiom/figurative language*
- Formulate a poem outline utilizing figurative language
- ADD PRACTICE TEST STRATEGIES AND REFLECTION
- Differentiate true and false cognates
- Outline unit task**
- Summarize the importance of decoding language

Instructional Strategies/Differentiated Instruction

- Word Walls
- Key Vocabulary
- Marzano's Six Strategies for Teaching Academic Language
- Frayer Model
- Morphology Instruction (teaching roots, prefixes, and suffixes)
- Context Clues Practice (using sentence-level meaning to infer unfamiliar words)
- Reading Comprehension and Access:
- Pre-reading Strategies
- Leveled Readings
- Chunking Text
- Audiobooks
- Annotation Strategies (highlighting, margin notes, and symbols for comprehension)
- Instructional Strategies:
- Think, Write, Pair, Share (TWPS)
- Explicit Modeling
- Culturally Responsive Teaching
- Graphic Organizers
- Strategic Grouping

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- Non-verbal Assessments
- Sentence Frames and Starters (helpful for English learners)
- Choice Boards (students select from a variety of task options)
- Exit Tickets (quick formative assessments at the end of a lesson)
- Student Self-assessment and Reflection

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- TWPS
- Student discussions and responses
- Accountable Talk discussions
- Completed Notes
- Figurative language poem
- Completed graphic organizers
- Future rubric assessment in 21-22
- Quizlet
- Gimkit
- Graphic organizers

SUMMATIVE ASSESSMENTS:

- Unit 2 Reflection

Unit Task

Unit Task Name: Student choice: Latin and Greek Poster Project

Description: Students chose a Greek or Latin root word to define the meaning, and provide examples, illustrations, and connections to the English language.

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Students will apply to learn in EU1 (**EU 1:** Students will apply decoding strategies to comprehend English) to interpret non-fiction text and synthesize word roots (**EU 2:** Students contrast and compare Romance languages) and present in written form or orally to the class.

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Unit Resources	
• Newsela/ReadWorks • Internet databases • Laptops	