Wall Township Public Schools	BOE Approval Date: August 20, 2024

Course Title: ESL Second Grade

Course Description:
This course will establish a literature-rich climate as word recognition; decoding, phonological awareness, sight word recognition is weaved with language comprehension; vocabulary, background knowledge, language, literature, and verbal reasoning. Close reading strategies and meaningful writing opportunities will be infused through each unit of instruction. Students will apply language and vocabulary skills within the four domains of listening, speaking, reading and writing to decode and read fluently grade level texts and share ideas as it relates to important elements of those text features as well as make connections with their own lives through oral conversations and authentic written responses that use domain specific vocabulary words and academic language.

Language Instruction for English Learners & Immigrant Students

A Guide to New Jersey Multilingual Learners (MLs) Programs

New Jersey's Bilingual Education Administrative Code defines kindergarten to grade 12 language instruction educational programs (LIEP) for New Jersey school districts with MLs. Districts with small ML populations are required to provide either English Language Services (ELS) or English as a Second Language (ESL) programs depending on ML population size.

Bilingual Education and English as a Second Language (ESL)

- Increase the English language proficiency of English learners (ELs) by providing effective language instruction educational programs that meet the needs of ELs and increase English language proficiency and student academic achievement

- Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers
- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days**
Unit 1: Throughout this unit, students will practice reading **short vowels, beginning and ending digraphs and beginning and ending blends.** As students read each week, they will answer specific questions such as who, what, when ,why, and how of a text. In addition, students will use context clues to understand the meaning of new words. Students will practice writing a paragraph to examine a topic and convey ideas and information clearly.	Weeks 1-6 (30 days)
Unit 2 Throughout this unit, students will practice reading **long vowels, soft c and g, beginning blends,** and previously learned phonics skills. As students read each week they will answer specific questions such as who, what, where, when, why and how to demonstrate their understanding of key details in a story. In addition, students will compare formal and informal uses of English. Students will practice using adjectives to support them in using descriptive words in their writing. Students will practice writing a paragraph to develop real or imagined experiences using descriptive details.	Weeks 6-10 (30 days)

Unit 3 Throughout this unit, students will practice reading **long vowels, silent letters, r-controlled vowel ar,** and previously learned phonics skills. As students read each week they will use context clues to figure out the meaning of unfamiliar words and phrases in texts that are relevant to Grade 2 topics. Students will also identify text features. Students will practice writing opinion pieces in a paragraph on a topic.	Weeks 11-15 (30 days)
Unit 4 Throughout this unit, students will practice reading **r-controlled vowels, diphthongs,** and previously learned phonics skills. As students read each week, they will gain fluency and comprehension of text features and or story elements. They will write complete sentences. Students will practice writing a narrative in the form of a diary to develop real or imagined experiences using descriptive details.	Weeks 16-20 (30 days)
Unit 5 Throughout this unit, students will practice **diphthongs, variant vowels, short vowel digraphs,** and previously learned phonics skills. Students will practice using simple and compound sentences. In addition, students will practice using capitalization in holidays, product names, and geographic names, and punctuate greetings and closings of letters. Students will practice writing informative/explanatory texts to examine a topic and convey ideas and information clearly.	Weeks 21-25 (30 days)
Unit 6 Students will practice reading s**yllable patterns, including closed and open syllables, final e syllables, r-controlled vowel syllables, final stable syllables, vowel team syllables,** and previously learned phonics skills. As students read each week, they use information from illustrations and text to show their understanding. Students will practice using contractions and spelling patterns to support them in writing words accurately. Students will write opinion pieces in the form of a letter on topics or texts, supporting a point of view with reasons.	Weeks 26-30 (30 days)

Unit 1

Desired Results

Unit 1:

Unit Summary:

Throughout this unit, students will practice reading short vowels, beginning and ending digraphs and beginning and ending blends. As students read each week, they will answer specific questions such as who, what, when ,why, and how of a text. In addition, students will use context clues to understand the meaning of new words. Students will practice writing a paragraph to examine a topic and convey ideas and information clearly.

Learning Standards

NJSLS:

Foundational Skills: Reading Language

Phonics and Word Recognition

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

Fluency

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.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

A. Write legibly and with sufficient fluency to support composition.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

A. Regular, single-syllable words

D. Most often used words in English:

i. Irregular words (against, many, enough, does).

ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

B. Compare formal and informal uses of English.

L.VL.2.2. 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.

L.VI.2.3. 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).

C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

RL.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.

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.

RL.CI.2.2. Recount a text in oral and written form and determine the central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine the main topic (in multi-paragraph informational text, focusing on specific paragraphs).

Writing Domain

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.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

A. Identify audience and purpose before writing.

B. Participate in self-evaluation of written work.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

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.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELD

ELD-SI.K-3.Narrate Multilingual learners will...

* 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
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* Share initial thinking with others
* Follow and describe cycles in diagrams, steps in procedures, or causes and effects
* Compare and contrast objects or concepts
* Offer ideas and suggestions

ELD-SI.K-3.Argue Multilingual learners will...

* Ask questions about others' opinions

* Support own opinions with reasons

* Clarify and elaborate ideas based on feedback

* Defend change in one's own thinking

* Revise one's own opinions based on new information

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: ● 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. ● 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.
Computer Science & Design Thinking (*CS & DT***):** ● 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. ● 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users
Interdisciplinary Connections: 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). 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Learning Targets	
Unit Essential Questions:	**Unit Enduring Understandings:**

● What is Phonemic Awareness? ● How do we figure out a word we do not recognize? ● Why do readers use different strategies or tools to help them as they read? ● Why is it important to read accurately with ease? ● How does learning the main topic and key details of a text help me to understand what I read? ● What is informational writing? ● What is my purpose for writing an informational text?	● Phonological awareness is the understanding that spoken language is made up of sounds. ● Phonological Awareness lessons help children recognize and manipulate spoken sounds before learning to attach each sound to graphemes (i.e., letters). ● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning. ● Reading with accuracy and fluency aids in comprehension. ● Readers develop a better understanding when they ask and answer questions about key details, and find the main topic. ● Informational writing examines a topic and conveys ideas and information clearly. ● Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.
Vocabulary: short vowels, beginning and ending digraphs and beginning and ending blends word family words, decodable readers story words, high frequency words **Content:** back to school, community building and hispanic heritage month vocabulary from read aloud books	
Students will be able to: **Foundations**	

● Use decoding skills to practice reading and writing.
○ Beginning digraphs including ch-, sh-, th-, and wh-.
○ Ending digraphs including -sh,-th,-ch, -tch, and -ng.
○ Beginning blends including l-blends, r-blends, s-blends.
○ Ending blends including -sk, -st, -nt, -nd, -mp

Language
● Use context clues
● Use compound words
● Use a dictionary
● Use a glossary
● Recognize and use prefixes
● Recognize and use root words

Reading
● Ask and answer questions about what they read.
● Find the main topic of a text
● Find the focus of a paragraph
● Follow steps in directions

Writing
● Introducing a topic.
● Use facts and definitions to develop points.
● Provide -a concluding statement or section.

Learning Activities & Differentiation: *Back to School*, *Community Building*, *Hispanic Heritage Month*
Week 1:
Decode and encode words with short vowels, Review double final consonants, digraphs -ck, Word analysis: Plurals with -s, Read and write high frequency words, Fluency: Read with appropriate phrasing

Bride to Reading: Week 1 and 2

Week 2:
Decode and encode **beginning digraphs: ch-, sh-, th-, wh-**, Word Analysis: Compound words, Read and write high frequency words, Fluency: Practice intonation and inflection
Bride to Reading: Week 3, Week 19 and 20

Week 3:
Decode and encode **ending digraphs: -ch, -tch, -sh, -th, -ng**, Word Analysis: closed syllable patterns, Read and write high frequency words, Fluency: Practice accuracy
Bride to Reading: Review Week 3, reinforce magnetic reading with supplemental materials

Week 4:
Decode and encode **ending blends: -nt, -mp, -sk, -st, -nd,** Word Analysis: inflectional endings -s, -es (no spelling changes), Read and write high frequency words, Fluency: Practice rate and pacing
Reinforce magnetic reading phonics skills with supplemental materials

Week 5:
Decode and encode ending blends: -nt, -mp, -sk, -st, -nd, Word Analysis: inflectional endings -s, -es (no spelling changes), Read and write high frequency words, Fluency: Practice rate and pacing
Reinforce magnetic reading phonics skills with supplemental materials

Assessment Evidence
Formative Assessments: Unit 1 Assessment - Magnetic Reading, Bridge to Reading weekly assessment/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Bridge to Reading decodable text, Word family word sorts , Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading), BOY assessment, DIBELS 8
Alternative Assessments: language inventory, anecdotal conference notes, performance assessment, 1:1 conferencing

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, Bride to Writing students workbook, decodable books, magnetic reading decodable readers, word sorts, center activities
Elkonin boards, white boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hand gestures and sound movements**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study: **independent reading**

- Higher-order thinking skills: **questioning strategies**
- Student-driven instruction: **student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2

Desired Results

Unit 2: Second Grade ESL

Unit Summary: Throughout this unit, students will practice reading long vowels, soft c and g, beginning blends, and previously learned phonics skills. As students read each week they will answer specific questions such as who, what, where, when, why and how to demonstrate their understanding of key details in a story. In addition, students will compare formal and informal uses of English. Students will practice using adjectives to support them in using descriptive words in their writing. Students will practice writing a paragraph to develop real or imagined experiences using descriptive details.

Learning Standards

NJSLS:

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

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.

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.

Fluency

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.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

A. Write legibly and with sufficient fluency to support composition.

B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

   i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

   ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

A. Regular, single-syllable words that include:

   i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

   ii. Complex consonant blends (scr, str, squ).

   iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

B. Most often used words in English:

   i. Irregular words (against, many, enough, does).

   ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

B. Capitalize holidays, product names and geographic names.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

B. Compare formal and informal uses of English.

L.VL.2.2. 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).

Reading Domain

RL.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.

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.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Domain

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

C. Use transitional words to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experience and events.

E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

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.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELD

ELD-SI.K-3.Narrate Multilingual learners will...

* 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
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* Share initial thinking with others

* Follow and describe cycles in diagrams, steps in procedures, or causes and effects

* Compare and contrast objects or concepts

* Offer ideas and suggestions

ELD-SI.K-3.Argue Multilingual learners will...

* Ask questions about others' opinions

* Support own opinions with reasons

* Clarify and elaborate ideas based on feedback

* Defend change in one's own thinking

* Revise one's own opinions based on new information

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

● 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

● 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

● 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users

Interdisciplinary Connections:

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Learning Targets

Unit Essential Questions:

- How do we figure out a word we do not recognize?
- Why do readers use different strategies or tools to help them as they read?
- Why is it important to read accurately with ease?
- How is building fluency important?
- How do readers use strategies to comprehend various texts?
- How can we use writing to express ideas?
- How does descriptive words help our writing to come alive?

Unit Enduring Understandings:

- Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
- Effective readers use appropriate strategies as needed to construct meaning.
- Reading with accuracy and fluency aids in comprehension.
- Writers express their ideas and experiences through writing and use descriptive words to create a mental picture of what they are writing about.

Vocabulary: Long vowels, long vowel teams, soft c and g, beginning blends word family Words, decodable readers story words, high frequency words **Content:** Seasonal words, vocabulary words related to kindness and respect from read aloud books

Students will be able to:

Foundations

- Use decoding skills to practice reading and writing.
  - Long vowels with the final e including; a_e, e_e, i_e, o_e, and u_e

○ Soft c and soft g
○ Beginning three-blends including; str-, spl-, spr-, scr-, shr-, and thr-
○ Long a: /a/, /ai/, /ay/, /ea/, /eigh/, and /ey/
○ Long e: /e/, /ee/, /y/, /ea/, /ie/, and /ey/

Language
● Make real- life connections
● Determine shades of meaning
● Compare formal and informal uses of English
● Use adjectives to describe

Reading
● Ask and answer questions about a story or text
● Tell what happens in a story in my own words

Writing
● Recount a sequence of events from their own life or a text read
● Include details to describe actions, thoughts, and feelings
● Use temporal words to signal event order

Learning Activities & Differentiation: *Bullying Prevention Awareness, Seasons*

Week 1
Decode and encode **final e: a_e, i_e, o_e, u_e, e_e,** Decode and encode short and long vowels, Word analysis: final e syllable, Read and write high frequency words, Fluency: Read with appropriate phrasing
Bridge to Reading: Week 5 and 6

Week 2
Decode and encode **soft c, g,** Word Analysis: inflectional endings -ed, -ing (double final consonant, drop final e, Read and write high frequency words, Fluency: Read with intonation and inflection

Reinforce magnetic reading skills with supplemental materials

Week 3
Decode and encode **three letter blends: str-, pl-, spr-, scr-, the-, shr-,** Word analysis: possessives (singular, plural), Read and write high frequency words, Fluency: Practice rate and pacing
Bridge to Reading: Week 4

Week 4
Decode and encode **long a: a, ai, ay, ea, eigh, ey**, Word Analysis: open syllable patterns, Read and write high frequency words
Fluency: Practice accuracy
Bridge to Reading: Week 7

Week 5
Decode and encode **long e: e, ee, ea, ie, y, ey**, Word Analysis: inflectional endings (change y to i), Read and write high frequency words, Fluency: Practice expression
Bridge to Reading: Week 7

Assessment Evidence
Formative Assessments: Unit 2 Assessment - Magnetic Reading, Bridge to Reading weekly assessment/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Bridge to Reading decodable text, Word family word sorts , Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading)
Alternative Assessments: language inventory, anecdotal conference notes, performance assessment, 1:1 conferencing

Core Instructional & Supplemental Materials

Bridge to Reading students workbook, Bride to Writing students workbook, decodable books, magnetic reading decodable readers, word sorts, center activities
Elkonin boards, white boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hand gestures and sound movements**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study: **independent reading**
- Higher-order thinking skills: **questioning strategies**

- Student-driven instruction: **student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3

Desired Results

Unit 3: Second Grade ESL

Unit Summary:

Throughout this unit, students will practice reading **long vowels, silent letters, r-controlled vowel ar,** and previously learned phonics skills. As students read each week they will use context clues to figure out the meaning of unfamiliar words and phrases in texts that are relevant to Grade 2 topics. Students will also identify text features. Students will practice writing opinion pieces in a paragraph on a topic.

Learning Standards

NJSLS:

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

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.

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.

Fluency

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.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

A. Write legibly and with sufficient fluency to support composition.

B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

A. Regular, single-syllable words that include:

i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

iv. Vowel-r combinations (turn, star, third, four/for).

C. Most often used words in English:

v. Irregular words (against, many, enough, does).

vi. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

B. Capitalize holidays, product names and geographic names.

C. Supply adjectives in noun phrases to make them more precise or engaging.

D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

F. Use an apostrophe to form contractions and frequently occurring possessives.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

B. Compare formal and informal uses of English.

L.VL.2.2. 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.

Reading Domain

RL.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.

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.

Writing Domain

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

A. Introducing an opinion.

B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Provide a conclusion.

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.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

A. Identify audience and purpose before writing.

B. Participate in self-evaluation of written work.

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

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.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELD

ELD-SI.K-3.Narrate Multilingual learners will...

* 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

* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...
* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...
* Share initial thinking with others
* Follow and describe cycles in diagrams, steps in procedures, or causes and effects
* Compare and contrast objects or concepts
* Offer ideas and suggestions

ELD-SI.K-3.Argue Multilingual learners will...
* Ask questions about others' opinions
* Support own opinions with reasons
* Clarify and elaborate ideas based on feedback
* Defend change in one's own thinking
* Revise one's own opinions based on new information

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*: ● 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. ● 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.
Computer Science & Design Thinking (*CS & DT***):** ● 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. ● 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users
Interdisciplinary Connections: 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions. 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Learning Targets	
Unit Essential Questions: ● How do we figure out a word we do not recognize? ● Why do readers use different strategies or tools to help them as they read? ● Why do readers ask and answer questions before, during, and after reading? ● Why is it important to read accurately with ease?	**Unit Enduring Understandings:** ● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning

● How do authors choose the right words to help make their writing clear? ● What is opinion writing?	● Reading with accuracy and fluency aids in comprehension. ● Opinion writing is writing that expresses the author's opinion about a topic. ● The author states an opinion, or what he or she thinks, feels, or believes, and provides reasons or evidence to support the opinion.
Vocabulary: Word family words with **long vowels, silent letters, r-controlled vowel ar,** , decodable readers story words, high frequency words **Content:** native american heritage/holidays around the world vocabulary from read aloud books	
Students will be able to: **Foundation** ● Use decoding skills to practice reading and writing. ○ Long i: i, y, igh, ie ○ Long o: o, oa, ow, oe ○ Long u: ue, u, ew, u_e ○ Silent letters: wr, kn, gn, mb, sc ○ r-Controlled vowel: ar **Language** ● Identify nouns ● Identify plural nouns ● Identify collective nouns ● Identify possessive nouns ● Identify pronouns **Reading** ● Figure out the meaning of words ● Identify different text features	

● Use text features to find information
● Decide on the reason an author wrote a text

Writing

● Supply reasons that support the opinion
● Use linking words (e.g. because, and, also) to connect opinion and reasons
● Provide a concluding statement or section

Learning Activities & Differentiation: *Indigenous Heritage/Native American Heritage*, *Holidays Around the World*

Week 1

Decode and encode l**ong i: i, y, igh, ie,** Read and write high frequency words, Fluency: Practice expression, Word Analysis: contractions with ‘s, ‘t

Bridge to Reading: Week 8 pgs 61-64, Week 21

Week 2:

Decode and encode **long o: o, oa, ow, oe**, Read and write high frequency words, Fluency: Practice appropriate phrasing, Word Analysis: vowel team syllable patterns

Bride to Reading: Week 8, Week 15, Reinforce magnetic reading with supplemental materials

Week 3:

Decode and encode **long u: ue, u, ew, u_e,** Read and write high frequency words, Fluency: Practice intonation and inflection, ● Word Analysis: prefixes un-, re-, dis

Bridge to Reading: Week 11, Week 25, Reinforce magnetic reading with supplemental materials

Week 4:

Decode and encode **silent letters: wr, kn, gn, mb, sc**, Word Analysis: prefixes un-, dis-, Read and write high frequency words

Fluency: Practice accuracy, Word Analysis: prefixes pre-, dis-

Bridge to Reading: Week 16, Week 26

Week 5:

Decode and encode **r-controlled vowel: ar,** Word Analysis: r- controlled vowel syllable patterns, Read and write high

frequency words, Fluency: Practice rate and pacing
Bridge to Reading: Week 9

Assessment Evidence
Formative Assessments: Unit 3 Assessment - Magnetic Reading, Bridge to Reading weekly assessment/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Bridge to Reading decodable text, Word family word sorts , Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading)
Alternative Assessments: language inventory, anecdotal conference notes, performance assessment, 1:1 conferencing

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, Bride to Writing students workbook, decodable books, magnetic reading decodable readers, word sorts, center activities
Elkonin boards, white boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit*** • Use of visual and multisensory formats: **anchor charts and focus wall** • Use of prompts: **Language stems for speaking and writing** • Authentic assessments **1:1 conferencing** Specific Strategies and Practices that Support **Students with 504**:

Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hand gestures and sound movements**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study: **independent reading**
- Higher-order thinking skills: **questioning strategies**
- Student-driven instruction: **student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning group

Unit 4

Desired Results

Unit 4: ESL Second Grade

Unit Summary:

Throughout this unit, students will practice reading **r-controlled vowels, diphthongs,** and previously learned phonics skills. As students read each week, they will gain fluency and comprehension of text features and or story elements. They will write complete sentences. Students will practice writing a narrative in the form of a diary to develop real or imagined experiences using descriptive details.

Learning Standards

NJSLS:

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

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.

Fluency

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.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

A. Write legibly and with sufficient fluency to support composition.

B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

A. Regular, single-syllable words that include:

i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

ii. Complex consonant blends (scr, str,

iii. squ).

iv. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

v. Vowel-r combinations (turn, star, third, four/for).

B. Regular two- and three-syllable words that:

i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

C. Words with suffixes that require:

i. consonant doubling (penning, slimmed).

D. Most often used words in English:

i. Irregular words (against, many, enough, does).

ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

B. Capitalize holidays, product names and geographic names.

C. Supply adjectives in noun phrases to make them more precise or engaging.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

B. Compare formal and informal uses of English.

L.VL.2.2. 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).

Reading Domain

RL.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.

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.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Domain

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

C. Use transitional words to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experience and events.

E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

A. Identify audience and purpose before writing.

B. Participate in self-evaluation of written work.

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

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.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELD

ELD-SI.K-3.Narrate Multilingual learners will...

* 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
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior

* Describe parts and wholes

* Sort, clarify, and summarize ideas

* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* Share initial thinking with others

* Follow and describe cycles in diagrams, steps in procedures, or causes and effects

* Compare and contrast objects or concepts

* Offer ideas and suggestions

ELD-SI.K-3.Argue Multilingual learners will...

* Ask questions about others' opinions

* Support own opinions with reasons

* Clarify and elaborate ideas based on feedback

* Defend change in one's own thinking

* Revise one's own opinions based on new information

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

● 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

● 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

● 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

● 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users

Interdisciplinary Connections:

6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.CivicsDP.3: Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American identity.

Learning Targets	
Unit Essential Questions: ● How do we figure out a word we do not recognize? ● Why do readers use different strategies or tools to help them as they read? ● Why do readers ask and answer questions before, during, and after reading? ● Why is it important to read accurately with ease? ● Why is it important to understand how print works? ● What is narrative writing?	**Unit Enduring Understandings:** ● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning ● Reading with accuracy and fluency aids in comprehension. ● Narrative writing is writing that develops real or imagined experiences or events. ● The author of a narrative writing piece uses characters such as people or plants, animals, and objects that behave like people. The author uses setting, descriptive details, and a clear event sequence.
Vocabulary: r-controlled, diphthongs word family words, Decodable readers story words, high frequency words **Content**: Black History Month, Civil Rights vocabulary words from read aloud books	

Students will be able to:

● Use decoding skills to practice reading and writing.

○ r-Controlled vowels: er, ir, ur, or

○ r-Controlled vowels: or, ore, oar

○ r-Controlled vowels: eer, ere, ear

○ r-Controlled vowels: are, air, ear, ere

○ Diphthongs: ou, ow

Language

● Identify verbs

● Identify past tense of irregular verbs

● Identify adjectives and adverbs

● Write complete sentences

Reading

● Tell how word sounds give meaning to a story

● Tell about the beginning, middle, and end of a story

Writing

● 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

● Provide a sense of closure

Learning Activities & Differentiation: *Civil Rights*, *Tolerance*, *Black History Month*, *Week of Kindness*

Week 1:

Decode and encode **r-controlled vowel: er, ir, ur, or**, Word Analysis: consonant +le syllable patterns, Read and write high frequency words, Fluency: Practice accuracy

Bridge to Reading: Week 10,

Week 2:

Decode and encode **r-controlled vowel: or, ore, oar,** Word Analysis: consonant +le syllable patterns, Read and write high frequency words, Fluency: Practice expression

Reinforce magnetic reading with supplemental materials

Week 3:
Decode and encode **r-controlled vowel: eer, ere, ear,** Word Analysis: suffixes -ful, -less, Read and write high frequency words, Fluency: Practice appropriate phrasing
Reinforce magnetic reading with supplemental materials, Week 24

Week 4:
Decode and encode **r-controlled vowels: are, air, ear, ere**, Word Analysis: suffixes -er, -est -, -ly, Read and write high frequency words, Fluency: Practice intonation/ inflection
Reinforce magnetic reading with supplemental materials

Week 5:
Decode and encode **diphthongs: ou, ow,** Word Analysis: suffixes -er, -or, Read and write high frequency words, Fluency: Practice rate/ pacing
Bridge to Reading: Week 14 pgs. 29, 30, 31, 32

Assessment Evidence
Formative Assessments: Unit 4 Assessment - Magnetic Reading, Bridge to Reading weekly assessment/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Bridge to Reading decodable text, Word family word sorts , Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading)
Alternative Assessments: language inventory, anecdotal conference notes, performance assessment, 1:1 conferencing

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, Bride to Writing students workbook, decodable books, magnetic reading decodable readers, word sorts, center activities
Elkonin boards, white boards, boogie boards

Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hand gestures and sound movements**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study: **independent reading**
- Higher-order thinking skills: **questioning strategies**
- Student-driven instruction: **student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning group

Unit 5

Desired Results

Unit 5: ESL Second Grade

Unit Summary:

Throughout this unit, students will practice **diphthongs, variant vowels, short vowel digraphs,** and previously learned phonics skills. Students will practice using simple and compound sentences. In addition, students will practice using capitalization in holidays, product names, and geographic names, and punctuate greetings and closings of letters. Students will practice writing informative/explanatory texts to examine a topic and convey ideas and information clearly.

Learning Standards

NJSLS:

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

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.

Fluency

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.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

A. Write legibly and with sufficient fluency to support composition.

B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

A. Regular, single-syllable words that include:

i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

ii. Complex consonant blends (scr, str, squ).

iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

iv. Vowel-r combinations (turn, star, third, four/for).

B. Regular two- and three-syllable words that:

i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).

ii. Are compounds comprising familiar parts (houseboat; yellowtail).

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

C. Words with suffixes that require:

i. consonant doubling (penning, slimmed).

ii. dropping silent-e (smiled, paving).

D. Most often used words in English:

i. Irregular words (against, many, enough, does).

ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

B. Capitalize holidays, product names and geographic names.

C. Supply adjectives in noun phrases to make them more precise or engaging.

D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

F. Use an apostrophe to form contractions and frequently occurring possessives.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

B. Compare formal and informal uses of English.

L.VL.2.2. 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.

Reading Domain

RL.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.

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.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Domain

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.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

A. Identify audience and purpose before writing.

B. Participate in self-evaluation of written work.

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

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.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELD

ELD-SI.K-3.Narrate Multilingual learners will...

* 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
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior

* Describe parts and wholes

* Sort, clarify, and summarize ideas

* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* Share initial thinking with others

* Follow and describe cycles in diagrams, steps in procedures, or causes and effects

* Compare and contrast objects or concepts

* Offer ideas and suggestions

ELD-SI.K-3.Argue Multilingual learners will...

* Ask questions about others' opinions

* Support own opinions with reasons

* Clarify and elaborate ideas based on feedback

* Defend change in one's own thinking

* Revise one's own opinions based on new information

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

● 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

● 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

● 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

● 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of
Interdisciplinary Connections: 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights. 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Learning Targets	
Unit Essential Questions: ● How do we figure out a word we do not recognize? ● Why do readers use different strategies or tools to help them as they read? ● Why is it important to read accurately with ease? ● Why is it important to understand how print works? ● What is informational writing?	Unit Enduring Understandings: ● Knowing how to apply phonetic principles, context clues, structural analysis, and spelling patterns can help them figure out unfamiliar words while reading. ● Effective readers use appropriate strategies as needed to construct meaning. ● Reading with accuracy and fluency aids in comprehension. ● Writers explain what something is, how something happened, or how something works. ● Informational writing has reasons, details or facts. ● Examples prove or explain more about those reasons, details and facts.
Vocabulary: diphthongs, variant vowels, short vowel digraphs word family words, Decodable readers story words, high frequency words Content: women's history vocabulary from read aloud books	

Students will be able to:

Foundations

● Use decoding skills to practice reading and writing.

○ Diphthongs: oi, oy

○ Variant vowels: oo, ou, u

○ Variant vowels: oo, ou, u_e, ew, ue

○ Variant vowels: aw, au, (l)

○ Short vowel digraphs: ea, ou, y

Language

● Write simple and compound sentence

● Capitalize holidays, product names and geographic names

● Punctuate greetings and closings of letters

Reading

● Use pictures in a text to help me understand the passage

● Find the important points an author makes in a passage

Writing

● Introduce a topic

● Use reasons, details or facts

● Provide examples

● Provide a concluding statement or section

Learning Activities & Differentiation: *Women's History Month*

Week 1:

Decode and encode **diphthongs: oi, oy**, Word Analysis: vowel team syllable patterns, Read and write high frequency words, Fluency: Practice appropriate phrasing

Bridge to Reading: Week 14 pgs. 26, 27, 28, 30, 31, 32

Week 2:
Decode and encode **variant vowels: oo, ou, u,** Word Analysis: contractions with not, Read and write high frequency words, Fluency: Practice intonation/ inflection
Bridge to Reading: Week 12

Week 3:
Decode and encode **variant vowels oo, ou, u_e, ew, ue**, Word Analysis: contractions with 'll, 've, 'm, 're, 's, Read and write high frequency words, Fluency: Practice expression
reinforce magnetic reading skills with supplemental materials, Week 21

Week 4:
Decode and encode **variant vowels aw, au, a(l)**, Word Analysis: irregular plurals, Read and write high frequency words, Fluency: Practice accuracy
Bridge to Reading: Week 13

Week 5:
Decode and encode **short vowel digraphs: ea, ou, y,** Word Analysis: compound words, Read and write high frequency words, Fluency: Practice rate/ pacing
Reinforce skills with supplemental materials

Assessment Evidence
Formative Assessments: Unit 5 Assessment - Magnetic Reading, Bridge to Reading weekly assessment/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Bridge to Reading decodable text, Word family word sorts , Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading)
Alternative Assessments: language inventory, anecdotal conference notes, performance assessment, 1:1 conferencing

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, Bride to Writing students workbook, decodable books, magnetic reading decodable readers, word sorts, center activities
Elkonin boards, white boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support **Students with Disabilities**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hand gestures and sound movements**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study: **independent reading**
- Higher-order thinking skills: **questioning strategies**
- Student-driven instruction: **student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning group

Unit 6

Desired Results

Unit 6: ESL Second Grade

Unit Summary:

Students will practice reading s**yllable patterns, including closed and open syllables, final e syllables, r-controlled vowel syllables, final stable syllables, vowel team syllables,** and previously learned phonics skills. As students read each week, they use information from illustrations and text to show their understanding. Students will practice using contractions and spelling patterns to support them in writing words accurately. Students will write opinion pieces in the form of a letter on topics or texts, supporting a point of view with reasons.

Learning Standards

NJSLS:

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

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.

Fluency

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.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

A. Write legibly and with sufficient fluency to support composition.

B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:

   i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

   ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

A. Regular, single-syllable words that include:

   i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

   ii. Complex consonant blends (scr, str, squ).

   iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).

   iv. Vowel-r combinations (turn, star, third, four/for).

   v. Contractions (we'll; I'm; they've; don't).

   vi. Homophones (bear, bare; past, passed).

   vii. Plurals and possessives (its, it's).

B. Regular two- and three-syllable words that:

   i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).

   ii. Are compounds comprising familiar parts (houseboat; yellowtail).

iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).

C. Words with suffixes that require:

i. consonant doubling (penning, slimmed).

ii. dropping silent-e (smiled, paving).

D. Most often used words in English:

i. Irregular words (against, many, enough, does).

ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

B. Capitalize holidays, product names and geographic names.

C. Supply adjectives in noun phrases to make them more precise or engaging.

D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

F. Use an apostrophe to form contractions and frequently occurring possessives.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

B. Compare formal and informal uses of English.

L.VL.2.2. 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).

L.VI.2.3. 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).

Reading Domain

RL.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.

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.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Writing Domain

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

A. Introducing an opinion.

B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Provide a conclusion.

A. Provide a conclusion.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

A. Identify audience and purpose before writing.

B. Participate in self-evaluation of written work.

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

Speaking and Listening Domain

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.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.ES.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.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.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.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

ELD

ELD-SI.K-3.Narrate Multilingual learners will...

* 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
* Recount and restate ideas
* Discuss how stories might end or next steps

ELD-SI.K-3.Inform Multilingual learners will...

* Define and classify objects or concepts
* Describe characteristics, patterns, or behavior
* Describe parts and wholes
* Sort, clarify, and summarize ideas
* Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain Multilingual learners will...

* Share initial thinking with others
* Follow and describe cycles in diagrams, steps in procedures, or causes and effects
* Compare and contrast objects or concepts
* Offer ideas and suggestions

ELD-SI.K-3.Argue Multilingual learners will...

* Ask questions about others' opinions
* Support own opinions with reasons
* Clarify and elaborate ideas based on feedback

* Defend change in one's own thinking

* Revise one's own opinions based on new information

Interdisciplinary Connections
Career Readiness, Life Literacies, & Key Skills *(CLKS)*: ● 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions. ● 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.
Computer Science & Design Thinking *(CS & DT)*: ● 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes. ● 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
Interdisciplinary Connections: 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society. 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region. 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). 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

<table>
<tr><th colspan="2">Learning Targets</th></tr>
<tr><td>Unit Essential Questions:
● How do we figure out a word we do not recognize?
● Why do readers use different strategies or tools to help them as they read?
● Why is it important to read accurately with ease?
● Why is it important to understand how print works?
● What is an opinion letter?</td><td>Unit Enduring Understandings:
● Knowing how to apply phonetic principles, context clues,structural analysis, and spelling patterns can help them figure out unfamiliar words while reading.
● Effective readers use appropriate strategies as needed to construct meaning.
● Reading with accuracy and fluency aids in comprehension.
● Opinion writing expresses the author's preference or opinion about a topic.
● The author states an opinion, or what he or she thinks, feels, or believes, and provides reasons or evidence to support the opinion.</td></tr>
<tr><td colspan="2">Vocabulary: Word family words, vocabulary from decodable readers, high frequency words, Content: Earth month and immigration awareness vocabulary words from read aloud books</td></tr>
<tr><td colspan="2">Students will be able to:
Foundations
● Use decoding skills to practice reading and writing.
○ Closed and open syllable patterns
○ Final e syllable patterns
○ R-controlled vowel syllable patterns
○ Final stable syllable patterns: -sion, -tion, -le, -el, -al
○ Vowel team syllable patterns

Language
● Identify and write contractions</td></tr>
</table>

● Identify spelling patterns
● Compare formal and informal uses of English

Reading

● Explain how pictures in a story help me understand a story's Characters and setting

Writing

● Introduce the topic or book they are writing about, state and opinion
● Supply reasons that support the opinion
● Use linking words (e.g. because, and also) to connect opinion and reasons
● Provide a concluding statement or section

Learning Activities & Differentiation: *Earth Month*, *Immigration Awareness*

Week 1:

Decode and encode **closed and open syllable patterns**, Word Analysis: inflectional endings (with spelling changes), Read and write high frequency words, Fluency: Practice expression

Reinforce magnetic reading skills with supplemental materials

Week 2:

Decode and encode **final e syllable patterns**, Word Analysis: prefixes: re-, pre-, un-, dis-, Read and write high frequency words, Fluency: Practice intonation/ inflection

Bridge to Reading: Week 27, 28,

Week 3:

Decode and encode **r- controlled vowel syllable patterns**, Word Analysis: homophones, Read and write high frequency words, Fluency: Practice appropriate phrasing

Bridge to Reading: Week 16, week 22

Week 4:

Decode and encode **review prefixes and suffixes with final stable syllable patterns,** Word Analysis: suffix -ion, Read and write high frequency words, Fluency: Practice accuracy

Bridge to Reading: Week 29, Week 34

Week 5:
Decode and encode **vowel team syllable patterns, review r-controlled vowels and diphthongs**, Word Analysis: reading big words: three or more syllables, Read and write high frequency words, Fluency: Practice rate/ pacing
Bridge to Reading: Week 32

Assessment Evidence
Formative Assessments: Unit 6 Assessment - Magnetic Reading, Bridge to Reading weekly assessment/check in
Summative Assessments: Weekly Assessment - Magnetic Reader, Bridge to Reading decodable text, Word family word sorts , Think Pair Share, center activities
Common Benchmark Assessments: i-ready benchmark, unit assessment tracker (Magnetic), assessment tracker (Bridge to Reading)
Alternative Assessments: language inventory, anecdotal conference notes, performance assessment, 1:1 conferencing

Core Instructional & Supplemental Materials
Bridge to Reading students workbook, Bride to Writing students workbook, decodable books, magnetic reading decodable readers, word sorts, center activities
Elkonin boards, white boards, boogie boards
Sound spelling word cards and stories, sound posters, word construction cards, spell tabs folder

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students
Specific Strategies and Practices that Support **Students with Disabilities**: ***Specific examples applied to the unit*** • Use of visual and multisensory formats: **anchor charts and focus wall**

- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments **1:1 conferencing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **anchor charts and focus wall**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats: **hand gestures and sound movements**
- Use of prompts: **Language stems for speaking and writing**
- Authentic assessments: **1:1 conferencing**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study: **independent reading**
- Higher-order thinking skills: **questioning strategies**
- Student-driven instruction: **student choice board**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- Total Physical Response Movements
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls

- Sentence frames
- Think-pair-share
- Cooperative learning group