Summit Public Schools
Summit, New Jersey
Grade Level: 9-12 / Content Area: Introduction to English Literacy

Overview:

Introduction to English Literacy for MLs is designed for newly arriving students with no prior exposure to reading instruction or very limited reading skills. The goals of this course are to develop an understanding of reading strategies and skills as well as create a phonetic foundation necessary for academic and social success.

Each unit covers and expands on essential concepts and vocabulary needed to interact in intercultural situations while building communication abilities in all domains: listening, speaking, reading, and writing. This program focuses on beginning reading skills such as: letter sound recognition, short and long vowels, blending and segmenting, dictation, and reading simple texts.

Introduction to English Literacy for MLs corresponds to ACCESS levels 1.0 - 2.0. Student work will conform to WIDA Language Development Standards.

Unit 1: Getting Ready to Read

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas: *Course Objectives/Content Statement(s)*

- Focus on equipping students with the foundational skills, strategies, and confidence needed to approach reading in English effectively.
- Equip students with essential vocabulary, phonemic awareness, and basic comprehension strategies to enhance their ability to recognize and understand English text.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• What sounds do the letters in English make? • How do the sounds of letters work together to form words? • What strategies can we use when beginning to develop reading skills?	• Understanding the sounds that letters and letter combinations make is essential for decoding words and becoming a confident reader in English. Mastery of phonics helps learners recognize patterns in the language, enabling them to read and pronounce words accurately. • Recognizing how individual letter sounds blend together to form words is crucial for decoding and reading fluently. Understanding this process helps learners accurately read, pronounce, and spell words in English. • Using effective strategies, such as recognizing letter sounds, finger tapping, and employing pre-reading techniques, is essential for building strong foundational reading skills. These strategies help learners approach reading with confidence and improve their comprehension and fluency over time.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will:	**Instructional Focus:** **Lesson 1:**

ELD-SI.4-12.Explain ● Generate and convey initial thinking ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Clarify and elaborate ideas based on feedback ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing central ideas ELD-LA.9-12.Inform.Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience Establish an objective or neutral stance ● Develop coherence and cohesion throughout text ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by ● Identifying and/or summarizing central ideas	-Students will be introduced to letters and their corresponding sound ● See letter, state sound ● Hear sound, spell it ● Blend sounds ○ Three part drill ○ Practice letter formation **Lesson 2:** -Students will be introduced to finger tapping strategy in order to begin blending sounds together. ● Trace hand or use card **Lesson 3:** -Students will be introduced to arm tapping strategy in order to develop sight word recognition skills. ● Beginning sight words-see below **Lesson 4:** -Students will be introduced to strategy for written blending practice. ● Segmenting and blending sheet **Lesson 5:** -Students will listen to reading passage and practice tapping out words from book ● Draw important parts or vocabulary ● Label pictures with words from text **Instructional Strategies:** **Listening:** -Listen and understand teachers and classmates -Follow classroom directions and commands -Develop listening skills in English **Speaking:** -Discussions with classmates and teachers -Repeat letter sounds -Repetition of sounds while tapping **Reading:** -Letter sounds -Develop phonics skills -Sight words development

Writing:
-Letter formation
-Label words
-Labeling pictures with words from text

Differentiation

Interdisciplinary Connections

- Use of technology
- Songs

Technology Integration

- Google Suite components
- Formative
- Flipgrid

Media Literacy Integration

- Videos to develop English language skills
- Songs to develop English language skills

Global Perspectives

- Students will learn about a new school culture and environment

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Assessments

Formative Assessments:

- Letter sound recognition
- Quizzes
- Use of tapping strategies and blending strategies

Summative Assessments, Projects, and Celebrations:

- Unit Assessment
  - Letter Sounds
  - Sight Words

Word List A	
the	we
I	it
to	and
a	up
is	at
my	see
go	he
me	do
like	you
on	an
in	can
so	no
	am

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Orton Gllingham
- LLI books-reading

Unit 2: Getting Ready to Use Short Vowels

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas: *Course Objectives/Content Statement(s)*

- Identifying and accurately pronouncing the five vowel letters and their short vowel sounds is crucial for developing reading skills.
- Recognizing how vowel sounds contribute to the pronunciation and meaning of words helps with decoding and spelling.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What short vowel sound do each of the vowel letters make? ● What happens when we blend short vowel sounds with consonants? ● How can recognizing short vowel sounds help students read and spell words accurately?	● Recognizing the distinct sounds of each vowel letter is fundamental for decoding and pronouncing words. Understanding these vowel sounds is essential for building a strong foundation in reading and spelling. ● Blending vowel sounds with consonants is crucial for forming and reading words. This skill allows learners to combine sounds into meaningful parts, facilitating the development of reading fluency and word recognition. ● Accurate recognition and application of vowel sounds enhance reading and spelling abilities. Understanding how vowel sounds fit into words helps learners predict word patterns and improves overall literacy skills.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Act on feedback to revise understandings of how or why something is or works in particular ways	**Instructional Focus:** **Lesson 1:** -Students will be able to recognize and pronounce the short vowel sounds in isolation. ● Use previous format ○ See letter, state sound ○ Hear sound, spell it

ELD-SI.4-12.Argue
● Generate questions about different perspectives
● Clarify and elaborate ideas based on feedback

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by
● Identifying and/or summarizing central ideas

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that
● Introduce and define topic and/or entity for audience
Establish an objective or neutral stance
● Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by
● Identifying and/or summarizing central ideas

    - Blend sounds
- Introduce vowel cards

Lesson 2:
-Students will be able to blend short vowel sounds with consonants to form simple CVC words.
- Review finger tapping with card
- Use blending sheet

Lesson 3:
-Students will be able to distinguish between short vowel sounds when listening to and pronouncing words.
- Use vowel cards
- Introduce blending boards

Lesson 4:
-Students will be able to recognize and produce words within the same short vowel word family (e.g., -at, -it, -op).
- Create vowel posters for each vowel group

Lesson 5:
-Students will continue to use arm tapping strategy in order to develop sight word recognition skills.
- Beginning sight words-see below

Lesson 6:
-Students will listen to reading passage and identify short vowels in words from text
- Draw important parts or vocabulary
- Label pictures with words from text
- Identify vowels

Instructional Strategies:

Listening:
-Listen and understand differences between vowel sounds
-Review and repeat consonant sounds
-Follow classroom directions and commands
-Develop listening skills in English

Speaking:
-Repeat vowel sounds accurately
-Discussions with classmates and teachers
-Review and repeat letter sounds

-Repetition of sounds while tapping

Reading:
-Letter sounds-consonants and vowels
-Develop phonics skills
-Sight words development

Writing:
-Letter formation
-Label words
-Labeling pictures with words from text

Differentiation

Interdisciplinary Connections

- Classify short vowels to learn English vocabulary-for example:
  - Animals-cat, dog
  - Colors-red, pink
  - Nouns-pen, bed, log
  - Actions-run, hop

Technology Integration

- Google Suite components
- Online games
- Flipgrid

Media Literacy Integration

- Videos to develop English vocabulary

Global Perspectives

- Listen to texts in English from around the world

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group

Assessments

Formative Assessments:

- Vowel sound recognition
- Vowel posters
- Quizzes
- Use of tapping strategies and blending strategies
- Vowel card identification
- Letter formation

Summative Assessments, Projects, and Celebrations:

- Unit Assessment
  - Vowel sounds
  - Review of letter sounds
  - Sight words

Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Word List A	
the	we
I	it
to	and
a	up
is	at
my	see
go	he
me	do
like	you
on	an
in	can
so	no
	am

Recommended Texts to Support Unit:

- Orton Gllingham
- LLI books-reading

Unit 3: Getting Ready to Make Words

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas: *Course Objectives/Content Statement(s)*

- Understanding and blending individual letter sounds is essential for forming and reading simple words. This involves recognizing letter sounds, practicing sound blending, and segmenting words into their component sounds.
- Identifying and using common word patterns helps in constructing and reading new words. Developing phonemic awareness and exploring word families support the creation and recognition of simple words, enhancing reading and spelling skills.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● How do I know what a word means if I've never seen it before? ● How can changing the sounds in a word create new words?	● Using context clues, pictures, and prior knowledge helps readers infer the meaning of unfamiliar words. Developing these strategies is key to improving reading comprehension and building vocabulary in English. ● Manipulating sounds within words, such as adding, deleting, or substituting letters, helps learners understand how words are constructed and how meaning can change.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Clarify and elaborate ideas based on feedback	**Instructional Focus:** **Lesson 1:** -Students will be able to identify and produce the sounds of individual letters, focusing on both consonants and vowels. **Lesson 2:** - Students will be able to blend individual letter sounds to form simple CVC words. ● Blending boards

ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing central ideas ELD-LA.9-12.Inform.Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience Establish an objective or neutral stance ● Develop coherence and cohesion throughout text ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by ● Identifying and/or summarizing central ideas	● Blending sheet **Lesson 3:** -Students will be able to break down simple CVC words into their individual phonemes. ● Introduce Elkonin boxes **Lesson 4:** -Students will be able to identify and generate words within common word families ● Sand boxes ● Blending sheet **Lesson 5:** -Students will be able to use short vowel sounds to create and read simple words. ● Word sorting ● Blending sheet **Lesson 6:** -Students will be able to use context clues to help decode and understand simple words. ● Fill in missing words from sentences **Lesson 7:** -Students will be able to construct and spell simple words using letter tiles or writing materials. **Lesson 8:** -Students will continue to use arm tapping strategy in order to develop sight word recognition skills. ● Beginning sight words-see below **Lesson 9:** -Students will listen to reading passage and identify short vowels in words from text ● Draw important parts or vocabulary ● Label pictures with words from text ● Identify vowels **Instructional Strategies:** **Listening:** -Distinguish between individual sounds (vowels and consonants) -Listen and understand teachers and classmates -Follow classroom directions and commands

-Develop listening skills in English

Speaking:
-Repeating vowel and consonant sounds accurately
-Segmenting and blending sounds
-Conversations with classmates and teachers

Reading:
-Simple sentences
-Develop phonics skills
-Sight words development

Writing:
-Letter formation
-Matching corresponding sound with appropriate consonant or vowel
-Write simple sentences
-Labeling pictures with words from texts

Differentiation

Interdisciplinary Connections

- Classify words to develop vocabulary in various areas; science, math, nouns, actions, etc.

Technology Integration

- Google Suite components
- Online games

Media Literacy Integration

- Songs
- Videos

Global Perspectives

- Cognates
- Listen to texts in English from around the world

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups

Assessments

Formative Assessments:

- Consonant review quizzes
- Vowel sound quizzes
- Blending activities
- Segmenting activities
- Word family sorting

Summative Assessments, Projects, and Celebrations:

- Unit Assessment
  - Sight word recognition
  - Consonant and vowel identification
  - Blending and segmenting

Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Word List A	
the	**we**
I	**it**
to	**and**
a	**up**
is	**at**
my	**see**
go	**he**
me	**do**
like	**you**
on	**an**
in	**can**
so	**no**
	am

Recommended Texts to Support Unit:

- Orton Gllingham
- LLI books-reading

Unit 4: Getting Ready for Dictation

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas: *Course Objectives/Content Statement(s)*

- Developing strong phonemic awareness and understanding spelling patterns are essential for accurately dictating spoken words. This includes recognizing individual sounds, spelling rules, and applying these skills to effectively spell words during dictation.
- Effective dictation requires active listening to accurately process and transcribe spoken text, along with clear handwriting or keyboarding skills to produce readable text. Improving these skills ensures that students can transcribe spoken language accurately and coherently.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
• How can I identify and use the sounds of letters and words to accurately spell them? • What strategies can help me listen carefully and understand each word during dictation? • What are some effective practices and techniques for improving my transcribing skills?	• Recognizing and applying the sounds of letters and words, along with understanding spelling patterns, is fundamental for accurate dictation. Mastery of phonemic awareness and spelling rules enables learners to spell words correctly during dictation. • Effective listening strategies, such as focusing on pronunciation and breaking down spoken text into manageable parts, are crucial for accurately understanding and transcribing words. • Regular practice and the use of specific techniques, such as repetition, proofreading, and breaking sentences into smaller segments, are essential for improving transcribing skills.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain*	**Instructional Focus:** **Lesson 1:**

● Generate and convey initial thinking ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Clarify and elaborate ideas based on feedback ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing central ideas ELD-LA.9-12.Inform.Expressive Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience Establish an objective or neutral stance ● Develop coherence and cohesion throughout text ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by ● Identifying and/or summarizing central ideas	-Students will be able to identify and produce the individual sounds in simple words. **Lesson 2:** - Students will be able to recognize and apply basic spelling patterns when dictating words. **Lesson 3:** -Students will be able to listen to spoken words and accurately identify and write them down. **Lesson 4:** -Students will be able to break down and transcribe simple sentences by segmenting them into smaller parts. **Lesson 5:** -Students will be able to review and correct their sentence writing for accuracy. **Instructional Strategies:** **Listening:** -Distinguish between individual sounds (vowels and consonants) -Listen and transcribe words and sentences -Follow classroom directions and commands -Develop listening skills in English **Speaking:** -Repeating simple sentences in order to transcribe accurately -Segmenting and blending sounds -Conversations with classmates and teachers **Reading:** -Simple sentences -Develop phonics skills -Sight words development **Writing:** -Sentence dictation -Matching corresponding sound with appropriate consonant or vowel -Proofread sentences to fix mistakes

Differentiation

Interdisciplinary Connections

- Dictate simple math word problems to transcribe and solve

Technology Integration

- Google Suite components
- Online games
- Record and transcribe using Flipgrid

Media Literacy Integration

- Watch videos and create list of words
- Listen to video, speech, or song and write down words heard

Global Perspectives

- Listen to stories or poems from around the world and write or say known words

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Assessments

Formative Assessments:

- Sentence dictation
- Single word dictation
- Consonant review quizzes
- Vowel sound quizzes
- Blending activities
- Segmenting activities
- Word family sorting

Summative Assessments, Projects, and Celebrations:

- Unit Assessment
  - Single word and simple sentence dictation
  - Sight word recognition
  - Consonant and vowel identification
  - Blending and segmenting

Word List B	
went	will
are	too
this	all
look	be
for	as
get	ball
come	by
got	day
play	did
was	has
had	her
they	him
	fun

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Recommended Texts to Support Unit:

- Orton Gllingham
- LLI books-reading

Unit 5: Getting Ready to Use Long Vowels

WIDA Standard 1: English Language Learners communicate for social and instructional purposes within the school setting.
WIDA Standard 2: English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Big Ideas: *Course Objectives/Content Statement(s)*

- Identifying and accurately pronouncing the five vowel letters and their long vowel sounds is crucial for developing reading skills.

- Recognizing how long vowel sounds contribute to the pronunciation and meaning of words helps with decoding and spelling.

Essential Questions *What provocative questions will foster inquiry, understanding, and transfer of learning?*	**Enduring Understandings** *What will students understand about the big ideas?*
● What long vowel sound do each of the vowel letters make? ● What happens when we blend long vowel sounds with consonants? ● How can recognizing long vowel sounds help students read and spell words accurately?	● Recognizing the distinct sounds of each vowel letter is fundamental for decoding and pronouncing words. Understanding these vowel sounds is essential for building a strong foundation in reading and spelling. ● Blending vowel sounds with consonants is crucial for forming and reading words. This skill allows learners to combine sounds into meaningful parts, facilitating the development of reading fluency and word recognition. ● Accurate recognition and application of vowel sounds enhance reading and spelling abilities. Understanding how vowel sounds fit into words helps learners predict word patterns and improves overall literacy skills.
Areas of Focus: Proficiencies (WIDA ELD Standards)	**Lessons**
Multilingual Learners will: *ELD-SI.4-12.Explain* ● Generate and convey initial thinking ● Act on feedback to revise understandings of how or why something is or works in particular ways ELD-SI.4-12.Argue ● Generate questions about different perspectives ● Clarify and elaborate ideas based on feedback ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing central ideas ELD-LA.9-12.Inform.Expressive Construct informational texts in language arts that	**Instructional Focus:** **Lesson 1:** -Students will be able to identify and produce the long vowel sounds in simple words. ● Long vowel bingo **Lesson 2:** Students will be able to recognize common long vowel teams (e.g., “ai,” “ee,” “oa”) in words. ● Sorting based on vowel team **Lesson 3:** Students will be able to recognize common long vowel pattern “magic e” For example: ● Cap -> cape

● Introduce and define topic and/or entity for audience Establish an objective or neutral stance ● Develop coherence and cohesion throughout text ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by ● Identifying and/or summarizing central ideas	● Hop -> hope **Lesson 4:** -Students will be able to blend long vowel sounds with consonants to form and read words. ● Sound cards ● New blending sheet **Lesson 5:** -Students will be able to spell words with long vowel sounds correctly. ● Dictation ● Proofread simple sentences **Lesson 6:** -Students will be able to read sentences that include long vowel words fluently. ● LLI books ● Simple passages **Lesson 7:** -Students will be able to identify and create words within common long vowel word families and patterns (e.g., "-ate," "-ine," "-one"). **Instructional Strategies:** **Listening:** -Distinguish between individual sounds (vowels and consonants) -Distinguish between short and long vowels -Listen and transcribe words and sentences -Follow classroom directions and commands -Develop listening skills in English **Speaking:** -Repeating simple sentences in order to transcribe accurately with words containing long vowels -Segmenting and blending sounds -Conversations with classmates and teachers **Reading:** -Simple sentences -Develop phonics skills -Sight words development

	Writing: -Sentence dictation with long vowel words -Matching corresponding sound with appropriate consonant or long vowel -Proofread sentences to fix mistakes
Differentiation	**Assessments**
Interdisciplinary Connections ● Classify short vowels to learn English vocabulary- for example: ○ Animals-goat, sheep ○ Colors-blue, green ○ Nouns-rain, snow ○ Actions-sleep, bake **Technology Integration** ● Google Suite components ● Online games **Media Literacy Integration** ● Videos to develop English vocabulary ● Songs **Global Perspectives** ● Listen to texts in English from around the world	**Formative Assessments:** ● Vowel identification quizzes ● Vowel sorts ● Consonant review quizzes ● Blending activities ● Segmenting activities ● Word family sorting **Summative Assessments, Projects, and Celebrations:** ● Unit Assessment ○ Long vowel sound identification ○ Single word and simple sentence dictation ○ Sight word recognition ○ Consonant and vowel identification ○ Blending and segmenting

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures

Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies		
Accommodations	**Interventions**	**Modifications**
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Word List B	
went	will
are	too
this	all
look	be
for	as
get	ball
come	by
got	day
play	did
was	has
had	her
they	him
	fun

Recommended Texts to Support Unit:

- Orton Gllingham
- LLI books-reading