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| **Grade 2** | **Quarter: 1** | **Level: Beginners/Early Intermediate** | |
| **Themes: The Big City** | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.1.1; S.1.2; 1.3; S.1.4; S.1.5**  *Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.*  **S.2.1, S.2.2, S.2.5, S.6, S.2.9**  *Students will comprehend and communicate orally, using spoken English for personal and social purposes.* **R.1.1, R.1.3, R.1.4, R.1.5**  *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.* **R.2.1, R.2.2, R.2.3, R.2.4,**  **R.2.5** *Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.* **W.1.2; W.1.3**  *Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.*  **W.2.1; W.2.2; W.2.4**  *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.* | **Vocabulary** Family Clothing Days/Months Body parts Colors  Food  Numbers and Money Introductions/greetings, Classroom/school words **Grammar**  Basic grammar patterns and structures “This is” ” / “These are ” “I am ”  Question words: who, what, where, when, why, how  **Listening/Speaking**  Listen actively  Repeat spoken language Ask and answer questions Role-play  Interpret visual images Listen for information **Reading/Writing** Pre-reading activities  Writing basic structured sentences Writing about self, family, people Labeling and drawing  **Content Connections Science:** Graph city animals  **Social Studies:** Show what a town needs **Math:** Determine the weight **Language Arts:** Draw and tell a city story | Avenues – Unit 1  Carlos Comes to Lakeside Elementary  Just the Right Word Picture Dictionary English to a Beat  – Skill plan 1, 2, 3, and 4   * Skill plan 7, and 8 * Skill plan 4, 11, 14 | Avenues Pretest  MEPA/ MELA-O  (for new students)  Carlos Comes to Lakeside Elementary Pretest  English to a Beat skill tests |

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| **Grade: 2** | **Quarter: 2** | **Level: Beginners/Early Intermediate** | |
| **Themes: Seeds to Sandwich** | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.1.1, S.1.2, 1.3, S.1.4, S.1.5**  *Students will comprehend and communicate orally, using English vocabulary for personal, social, and academic purposes.*  **S.2.1, S.2.2, S.2.5, S.2.6, S.2.9**  *Students will comprehend* | **Vocabulary** Vegetables Directional words Farming words  **Grammar** Action verbs Present tense  Subject-verb agreement Questions | Avenues - Unit 2  Big Book: Mrs. McNosh and the Great Big Squash  Photofile Picture Cards Phonics Street | End of Unit Test  End of Unit Language Assessments  Benchmark Fluency Passages |
| *and communicate orally,*  *using spoken English for personal and social purposes.*  **R.1.1, R.1.3, R.1.4, R.1.5**  *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.* | Commands  Multiple meaning words Synonyms **Listening/Speaking**  Engage in discussions and conversations Engage in Daily Message  Retell a story or message Express likes and dislikes Express ideas and opinions Give and follow directions Role-play **Reading/Writing**  Concepts of print: Identify Title, Author, and Illustrator Identify sequence | English At Your Command  Avenues Sing Along Language Songs – Big Book  English to a Beat   * Skill plan 1, 6, and 13 * Skill plan 4, 9 | Writing Project: Dialogue Writing  Writing Project: Directional Writing  English to a Beat skill tests |
| **W.1.2, W.1.3** | Write a sequence Identify cause and effect |  |  |
| *Students will plan for* | Identify problems and solutions |  |  |
| *written English by building on prior knowledge, generating words, and organizing* | Create problem and solution chart  Write to ask and answer questions (interview) Write to inform (directions)  Revise drafts for organization (sequence) Basic paragraph writing |  |  |
| *ideas for a particular* | **Content Connections**  **Science:** Create a plant part salad  **Social Studies:** Make a farm fact poster **Math:** Estimate seeds in a jar **Language Arts:** Create a farm folk tale |  |  |
| *audience and purpose.* |  |

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| **Grade 2** | **Quarter: 3** | **Level: Beginners/Early Intermediate** | |
| **Themes:** Water, Water Everywhere, Celebrate! | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.3.1, S.3.2, S.3.3, S.3.4, S.3.5**  *Students will comprehend and communicate orally, using spoken English to participate in academic settings.*  **R.1.1, R.1.2, R.1.4, R.1.5**  *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*  **R.3.1, R.3.2, R.3.3**  *Students will read English fluently and identify facts and evidence in order to interpret and analyze text.*  **W.1.2, W.1.3**  *Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.*  **W.2.1, W.2.2, W.2.4, W.2.5**  *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.* | **Vocabulary** Water words Cloud types Expressive words Five Senses Holidays **Grammar**  Complete sentences Adjectives  Adjectives – descriptive, numerical, comparative Compound words  Synonyms Subject pronouns  Possessive pronouns **Listening/Speaking** Engage in Daily Message Ask and answer questions Give an explanation Express ideas and opinions Listen to and imitate others Retell a story  Make comparisons Describe events **Reading/Writing**  Identify Genre: fiction and non-fiction  *Identify cause and effect*  Draw conclusions  Self-editing and correcting Write to entertain  Write a thank-you note Write an invitation *Basic paragraph writing*  **Content Connections**  **Science:** Shows a simple cycle, Learn about fireworks **Social Studies:** Make a rain stick, Design a parade balloon  **Math:** Measure water drops, Calculate leap years **Language Arts:** Write a rainy day poem, Respond to celebration poem | Avenues – Unit 3 Big Book: Rain Avenues – Unit 4  Big Book: Day of the Dead  Photofile Picture Cards Phonics Street  English At Your Command  English to a Beat - skill plan 3, 15, and 16 | End of Unit Tests  End of Unit Language Assessments  Benchmark Fluency Passages  Writing Project: Writing a Story  Writing Project: Thank-You Note  Writing Project: Information Article  Writing Project: Invitation  English to a Beat skill tests  MEPA/MELA-O |

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| **Grade 2** | **Quarter: 4** | | **Level: Beginners** | |
| **Themes:** Catch Me If You Can | | | | |
| **ELPBO** | | **Topic** | **Materials** | **Assessment** |
| **S.2.1, S.2.2, S.2.5, S.2.6,** | | **Vocabulary** |  |  |
| **S.2.9, S.2.10, S.2.12, S.2.19**  *Students will comprehend and communicate orally, using spoken English for personal and social purposes.*  **S.3.1, S.3.2, S.3.3, S.3.4,** | | Life science words Expressive words Animal classification Descriptive words **Grammar** Complete sentences Present tense verbs | Avenues - Unit 5  Big Book:  Red-Eyed Tree Frog  Photofile Picture Cards | Avenues Post-test End of Unit Test  End of Unit Language Assessments |
| **S.3.5, S.3.6, S.3.9, S.3.10** | | Regular past tense verbs |  |  |
| *Students will comprehend and communicate orally, using spoken English to participate in academic settings.* | | Statements with here or there  Negative sentences: is, are Contractions  Questions Antonyms | Phonics Street  English At Your Command | Writing Project: Paragraph Writing  Writing Project: |
| **W.1.2, W.1.3**  *Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.* | | Suffix: - ly and Prefix: un-  **Listening/Speaking**  Engage in discussions and conversations Engage in Daily Message  Ask and answer questions Ask for and give information Express ideas and opinions Give an explanation | English to a Beat - skill plan 10, 12, and 13 | Research  English to a Beat skill tests |
| **W.2.1, W.2.2, W.2.4** | | **Reading/Writing** |  |  |
| *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.* | | Write a personal response  Research information Formulate research questions Present research findings  Revise drafts for focus and voice Write to inform |  |  |
| **W.4.1, W.4.2** | | Paragraph writing |  |  |
| *Students will understand and* | |  |  |  |
| *apply knowledge of standard* | |  |  |  |
| **Content Connections Science:** Tell about animals  **Social Studies:** Learn about animal groups  **Math:** Count teeth  **Language Arts:** Write to an animal |  |
| *English grammar, spelling,* | |  |
| *and conventions to improve* | |  |
| *their writing.* | |  |

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| **Grade 2** | **Quarter: 1** | **Level: Intermediate/Transitioning** | |
| **Themes: The Big City, Seed to Sandwich** | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.3.1, S.3.2, S.3.3, S.3.4,**  **S.3.5, S.3.6, S.3.7, S.3.8, S.3.9, S.3.10**  *Students will comprehend and communicate orally, using spoken English to participate in academic settings.*  **R.2.1, R.2.2, R.2.3, R.2.4, R.2.5**  *Using the foundations of oral language and previous reading experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.*  **W.1.2, W.1.3**  *Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.*  **W.2.1, W.2.2, W.2.4, W.2.5**  *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.*  **W.4.1, W.4.2**  *Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing* | **Vocabulary**  Family  Community workers Introductions/greetings Classroom/school words Feelings  Vegetables Directional words Farming words **Grammar**  Basic grammar patterns and structures “This is/These are”  Question words: who, what, where, when, why, how Action verbs  Subject-verb agreement Commands  Multiple meaning words Synonyms **Listening/Speaking** Listen actively  Repeat spoken language Ask and answer questions Engage in Daily Message Retell a story or message **Reading/Writing**  Writing basic structured sentences Concepts of print: Identify Title and Author Identify Sequence  Sequence writing  Write to ask and answer questions (interview) Write to inform (directions)  Basic paragraph writing  **Content Connections**  **Science:** Graph city animals, create a plant part salad **Social Studies:** Show what a town needs, make a farm fact poster  **Math:** Determine the weight, estimate seeds in a jar **Language Arts:** Draw and tell a city story, create a folk tale | Avenues – Unit 1  Big Book: The Adventures of Taxi Dog  Avenues - Unit 2 Photofile Picture Cards Phonics Street  English At Your Command  Big Book: Mrs. McNosh and the Great Big Squash  English to a Beat  Skill plan 1, 2, 3, and 4  Skill plan 7, and 8  Skill plan 4, 11, 14  Skill plan 1, 6, and 13  Skill plan 4, 9 | Avenues Pretest  MEPA/ MELA-O  (for new students)  Carlos Comes to Lakeside Elementary Pretest  Avenues: End of Unit Tests  Avenues*:* Benchmark Fluency Passages  Writing Project: Interview  Writing Project: Directions  English to a Beat skill tests |

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| **Grade 2** | **Quarter: 2** | **Level: Intermediate/Transitioning** | |
| **Themes:** Water, Water Everywhere | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.2.1, S.2.2, S.2.5, S.2.6,** | **Vocabulary** |  |  |
| **S.2.9, S.2.10**  *Students will comprehend and communicate orally, using spoken English for personal and social purposes.* | Water words  Cloud types Expressive words Five Senses **Grammar** Complete sentences  Descriptive and comparative adjectives Compound words  Questions with how and why | Avenues – Unit 3 Big Book: Rain  Photofile Picture Cards  Phonics Street | End of Unit Test  End of Unit Language Assessments  Benchmark Fluency Passages |
| **W.1.2, W.1.3**  *Students will plan for written English by building on prior knowledge, generating words, and organizing ideas for a particular audience and purpose.* | Synonyms **Listening/Speaking** Engage in Daily Message Ask and answer questions  Listen for information and to develop vocabulary Give an explanation  Listen to and imitate others  Express ideas, feelings, and opinions  Use language and tone appropriate for an audience Retell a story | English At Your Command  English to a Beat - skill plan 3, 15, and 16 | Writing Project: Writing a Story  Writing Project: Thank-You Note  English to a Beat skill tests |
| **W.2.1, W.2.2, W.2.4,** | **Reading/Writing**  Identify Genre: fiction and non-fiction |  |  |
| *Students will write in English for a variety of purposes with clear focus, coherent organization, and* | *Identify cause and effect*  Draw conclusions  Respond to literature in writing Write to entertain  Write a thank you note Peer editing |  |  |
| *sufficient detail.* | *Basic paragraph writing* |  |  |
|  | **Content Connections Science:** Shows a simple cycle  **Social Studies:** Make a rain stick  **Math:** Measure water drops  **Language Arts:** Write a rainy day poem |  |  |

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| **Grade 2** | **Quarter: 3** | **Level: Intermediate/Transitioning** | |
| **Themes:** Celebrate!, Catch Me If You Can | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.2.1, S.2.2, S.2.5, S.2.6**  *Students will comprehend and communicate orally, using spoken English for personal and social purposes.*  **S.3.5, S.3.6, S.3.7, S.3.8, S.3.9, S.3.10**  *Students will comprehend and communicate orally, using spoken English to participate in academic settings.*  **S.4.3, S.4.4**  *Students will present information orally and participate in performances in English that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.*  **R.1.1, R.1.3, R.1.4, R.1.5**  *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.*  **R.2.4, R.2.5, R.2.6, R.2.7, R.2.8, R.2.9**  *Using the foundations of oral language and previous reading* | **Vocabulary**  Holidays  Life science words Expressive words Animal classification Descriptive words  **Grammar** Subject pronouns Possessive pronouns Complete sentences Present tense verbs  Regular past tense verbs Statements with here or there Negative sentences: is, are Contractions  Questions Antonyms Suffix: - ly Prefix: un-  **Listening/Speaking**  Engage in discussions and conversations Engage in Daily Message  Use language and tone appropriate for an audience Clarify and support spoken messages  Retell a story Make comparisons Describe events  Ask and answer questions Role-play  Follow directions  Ask for and give information Express ideas and opinions Use language patterns  Give an explanation  Use language appropriate to audience, purpose, and occasion Listen to and imitate others  Retell a story  Give an oral report | Avenues – Unit 4  Big Book: Day of the Dead Avenues - Unit 5  Big Book:  Red-Eyed Tree Frog Photofile Picture Cards Phonics Street  English At Your Command  English to a Beat - skill plan 10, 12, and 13 | End of Unit Test Avenues:  Unit 5 Language  Assessments  Writing Project: Paragraph Writing  Writing Project: Research  English to a Beat skill tests |

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| *experience, students will understand the nature of written English and the relationships of letters to the sounds of English speech.*  **R.3.1, R.3.2, R.3.3, R.3.6**  *Students will read English fluently and identify facts and evidence in order to interpret and analyze text*.  **R.5.1, R.5.2, R.5.3, R.5.5**  *Students will identify and analyze purposes, structures, and elements of nonfiction English texts.*  **W.2.1, W.2.2, W.2.4, W.2.5**  *Students will write in English for a variety of purposes with clear focus, coherent organization, and sufficient detail.*  **W.4.1, W.4.2**  *Students will understand and apply knowledge of standard English grammar, spelling, and conventions to improve their writing.* | **Reading/Writing** Write a thank-you note Write an invitation  Identify Genre: fiction and non-fiction  Identify story elements: character, setting, plot, and key events Identify Author’s purpose  Identify main idea and details Write a personal response Classify details in writing Respond to literature in writing Draw conclusions  Research information Formulate research questions Present research findings  Revise drafts for focus and voice Write to inform  *Basic paragraph writing*  **Content Connections**  **Science:** Learn about fireworks, tell about animals **Social Studies:** Design a parade balloon, learn about animal groups  **Math:** Calculate leap years, count teeth **Language Arts:** Respond to a celebration poem, write to an animal |  |  |

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| **Grade 2** | **Quarter: 4** | **Level: Intermediate/Transitioning** | |
| **Themes:** Make Some Noise! | | | |
| **ELPBO** | **Topic** | **Materials** | **Assessment** |
| **S.3.1, S.3.2, S.3.3, S.3.4** | **Vocabulary** |  |  |
| *Students will* | Sound words | Avenues – Unit 6 | Avenues Post-test |
| *comprehend and communicate orally, using spoken English to participate in academic settings.*  **R.1.1, R.1.3, R.1.4,** | **Grammar** Object pronouns *Subject pronouns*  Helping verbs: can, will Prepositions  Future tense | Big Book: Too Much Talk Phonics Street  English At Your Command | End of Unit Test  End of Unit Language Assessments |
| **R.1.5**  *Students will acquire English vocabulary and apply knowledge of correct syntax to comprehend written text.* | **Listening/Speaking**  Engage in discussions and conversations Engage in Daily Message  Use gestures to communicate Retell a story  Give an explanation |  | Writing Project: Write to Explain  Writing Project: Personal Narrative |
| **R.5.1, R.5.2, R.5.3, R.5.5**  *Students will identify and analyze purposes, structures, and elements of nonfiction English* | **Reading/Writing**  Identify story elements: character, setting, plot, and key events Make a story map  Write to inform (what do you want to be?) Revise for sentence fluency  Summarize |  |  |
| *texts.*  **W.2.1, W.2.2, W.2.4**  *Students will write in English for a variety of* | Compare activities  *Identify main idea and details*  Read a science article Write a personal narrative |  |  |
| *purposes with clear* |  |  |  |
| *focus, coherent* |  |  |  |
| *organization, and* |  |  |  |
| *sufficient detail.* |  |  |  |
| **W.4.1, W.4.2** |  |  |  |
| *Students will understand* |  |  |  |
| *and apply knowledge of* | **Content Connections**  **Science:** Record sensory information **Social Studies:** Listen to national anthems **Math:** Determine decibel levels **Language Arts:** Write a sound story |  |  |
| *standard English* |  |
| *grammar, spelling, and* |  |
| *conventions to improve* |  |
| *their writing.* |  |