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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 ColorsFoodNumbers 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 activelyRepeat spoken language Ask and answer questions Role-playInterpret visual images Listen for information **Reading/Writing** Pre-reading activitiesWriting 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 1Carlos Comes to Lakeside ElementaryJust 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 PretestMEPA/ MELA-O(for new students)Carlos Comes to Lakeside Elementary PretestEnglish 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 tenseSubject-verb agreement Questions | Avenues - Unit 2Big Book: Mrs. McNosh and the Great Big SquashPhotofile Picture Cards Phonics Street | End of Unit TestEnd of Unit Language AssessmentsBenchmark 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.* | CommandsMultiple meaning words Synonyms **Listening/Speaking**Engage in discussions and conversations Engage in Daily MessageRetell 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 CommandAvenues Sing Along Language Songs – Big BookEnglish to a Beat* Skill plan 1, 6, and 13
* Skill plan 4, 9
 | Writing Project: Dialogue WritingWriting Project: Directional WritingEnglish 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 chartWrite 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 AdjectivesAdjectives – descriptive, numerical, comparative Compound wordsSynonyms Subject pronounsPossessive 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 storyMake comparisons Describe events **Reading/Writing**Identify Genre: fiction and non-fiction*Identify cause and effect*Draw conclusionsSelf-editing and correcting Write to entertainWrite 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 4Big Book: Day of the DeadPhotofile Picture Cards Phonics StreetEnglish At Your CommandEnglish to a Beat - skill plan 3, 15, and 16 | End of Unit TestsEnd of Unit Language AssessmentsBenchmark Fluency PassagesWriting Project: Writing a StoryWriting Project: Thank-You NoteWriting Project: Information ArticleWriting Project: InvitationEnglish to a Beat skill testsMEPA/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 5Big Book:Red-Eyed Tree FrogPhotofile Picture Cards | Avenues Post-test End of Unit TestEnd 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 thereNegative sentences: is, are ContractionsQuestions Antonyms | Phonics StreetEnglish At Your Command | Writing Project: Paragraph WritingWriting 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 MessageAsk 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 | ResearchEnglish 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 responseResearch information Formulate research questions Present research findingsRevise 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**FamilyCommunity workers Introductions/greetings Classroom/school words FeelingsVegetables Directional words Farming words **Grammar**Basic grammar patterns and structures “This is/These are”Question words: who, what, where, when, why, how Action verbsSubject-verb agreement CommandsMultiple meaning words Synonyms **Listening/Speaking** Listen activelyRepeat 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 SequenceSequence writingWrite 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 1Big Book: The Adventures of Taxi DogAvenues - Unit 2 Photofile Picture Cards Phonics StreetEnglish At Your CommandBig Book: Mrs. McNosh and the Great Big SquashEnglish to a BeatSkill plan 1, 2, 3, and 4Skill plan 7, and 8Skill plan 4, 11, 14Skill plan 1, 6, and 13Skill plan 4, 9 | Avenues PretestMEPA/ MELA-O(for new students)Carlos Comes to Lakeside Elementary PretestAvenues: End of Unit TestsAvenues*:* Benchmark Fluency PassagesWriting Project: InterviewWriting Project: DirectionsEnglish 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 wordsCloud types Expressive words Five Senses **Grammar** Complete sentencesDescriptive and comparative adjectives Compound wordsQuestions with how and why | Avenues – Unit 3 Big Book: RainPhotofile Picture CardsPhonics Street | End of Unit TestEnd of Unit Language AssessmentsBenchmark 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 questionsListen for information and to develop vocabulary Give an explanationListen to and imitate othersExpress ideas, feelings, and opinionsUse language and tone appropriate for an audience Retell a story | English At Your CommandEnglish to a Beat - skill plan 3, 15, and 16 | Writing Project: Writing a StoryWriting Project: Thank-You NoteEnglish 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 conclusionsRespond to literature in writing Write to entertainWrite 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**HolidaysLife science words Expressive words Animal classification Descriptive words**Grammar** Subject pronouns Possessive pronouns Complete sentences Present tense verbsRegular past tense verbs Statements with here or there Negative sentences: is, are ContractionsQuestions Antonyms Suffix: - ly Prefix: un-**Listening/Speaking**Engage in discussions and conversations Engage in Daily MessageUse language and tone appropriate for an audience Clarify and support spoken messagesRetell a story Make comparisons Describe eventsAsk and answer questions Role-playFollow directionsAsk for and give information Express ideas and opinions Use language patternsGive an explanationUse language appropriate to audience, purpose, and occasion Listen to and imitate othersRetell a storyGive an oral report | Avenues – Unit 4Big Book: Day of the Dead Avenues - Unit 5Big Book:Red-Eyed Tree Frog Photofile Picture Cards Phonics StreetEnglish At Your CommandEnglish to a Beat - skill plan 10, 12, and 13 | End of Unit Test Avenues:Unit 5 LanguageAssessmentsWriting Project: Paragraph WritingWriting Project: ResearchEnglish 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 invitationIdentify Genre: fiction and non-fictionIdentify story elements: character, setting, plot, and key events Identify Author’s purposeIdentify main idea and details Write a personal response Classify details in writing Respond to literature in writing Draw conclusionsResearch information Formulate research questions Present research findingsRevise 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 PrepositionsFuture tense | Big Book: Too Much Talk Phonics StreetEnglish At Your Command | End of Unit TestEnd 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 MessageUse gestures to communicate Retell a storyGive an explanation |  | Writing Project: Write to ExplainWriting 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 mapWrite to inform (what do you want to be?) Revise for sentence fluencySummarize |  |  |
| *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.* |  |