

## Young Scholars of Western Pennsylvania Charter School

### Second Grade ESL Curriculum Map

- Unit/Themes

**Unit 1:** Hello, Neighbor!

**Themes-**

- People in a Community
- Neighborhoods

Big Question

**Big Question-**

- What is a community?

Reading Comprehension/Fluency

**Part 1:**

**Reading Strategy**

- Plan and Monitor

**Literary Analysis**

- Character
- Text Structure

**Reading Fluency**

- Intonation
- Accuracy and Rate

**Part 2:**

**Reading Strategy**

- Plan and Monitor

**Literary Analysis**

- Media
- Text Structure: Details

- Text Feature: Photos and Captions

## Reading Fluency

- Phrasing
- Accuracy and Rate

## Vocabulary

### Part 1:

#### Social Studies Vocabulary

- Cook
- Doctor
- Jobs
- Nurse
- Teacher

#### Academic Vocabulary

- Belong
- Build
- Care
- Community
- Neighbor

#### Basic Vocabulary: Community Places and Workers (Newcomers)

- Bank
- Community Youth Center
- Dentist's Office
- Gas Station
- Hospital
- Fire Station
- Police Station
- Post Office
- Restaurant
- Supermarket

#### Vocabulary Analysis

- Multiple-Meaning Words

### Part 2:

#### Social Studies Vocabulary

- Building
- Home
- Hospital
- Library
- Park
- School

#### Academic Vocabulary

- Area
- Identify
- Locate
- Place
- Population

### Basic Vocabulary: Community Places and Workers (Newcomers)

- Bookstore
- Clothing Store
- Flower Shop
- Fruit Stand
- Hair Salon
- Hardware Store
- Laundromat
- Movie Theater
- Pharmacy
- Shoe Store

### Vocabulary Analysis

- Alphabetize Words

### Phonological Awareness

#### **Part 1:**

- Match and Isolate Beginning Sounds

#### **Part 2:**

- Match and Isolate Ending Sounds
- Blend and Delete Sounds

### Phonics

#### **Part 1:**

- Decoding and Spelling: Short a
- Decoding and Spelling: Short i
- End Sound: -s; /s/, /z/
- End Sound: Possessive 's

#### **Part 2:**

- Decoding and Spelling: Short e
- Decoding and Spelling: Short u
- Decoding and Spelling Consonants: k/ck, ng/ng

### Writing

#### **Part 1:**

- Writing Fluency
- Journal Entry
- Writer's Craft

- List
- Paragraph Response
- Photo-Essay

### **Part 2:**

- Writing Fluency
- Sentences
- Writing on Demand: Sentence
- Journal Entry
- Writing Project: Photo-Essay

## Language Functions/Grammar

### **Part 1:**

#### **Language functions**

- Give Information
- Ask for Information

#### **Listening & Speaking**

- Stay on Topic

#### **Grammar**

- Nouns
- Singular and Plural Nouns
- Plural Nouns

### **Part 2:**

#### **Language functions**

- Ask and Answer Questions
- Engage in Conversation

#### **Listening & Speaking**

- Listen for Main Idea

#### **Grammar**

- Proper Nouns
- Possessive Nouns
- Proper and Possessive Nouns

## High Frequency Words

### **Part 1:**

#### **High Frequency Words**

- by
- day

- do
- help
- people
- then
- there
- what
- come
- from
- her
- look
- of
- one
- out
- some

## **Part 2:**

### **High Frequency Words**

- be
- down
- or
- their
- them
- they
- with
- your
- each
- no
- said
- saw
- use
- was
- were
- who

PA Common Core Standards

ELP Standards

### **Listening**

- **ELP.1.L.1-3.5.1: Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right- hand side”).**

### **Speaking**

- **ELP.1.S.1-3.3.1: Discuss interests, opinions, or preferences working with a partner.**
- **ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.**
- **ELP.2.S.1-3.4.1: Discuss reasons for a character’s actions working with a partner.**
- **ELP.2.S.1-3.5.1: Justify reasons for a character’s actions with visual supports.**
- **ELP.5.S.1-3.1.1: Name places on maps working with a partner (such as: “This is the hospital”).**

- ELP.5.S.1-3.1.1: Name places on maps working with a partner (such as: “This is the hospital”).
- ELP.5.S.1-3.3.1: Give directions from one place to another using a map.

### Reading

- ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.
- ELP.2.R.1-3.4.1: Identify phrases or sentences in a story that support the main idea working with a partner.

### Writing

- ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.
- ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.

- Unit/Themes

### Unit 2: Staying Alive

#### Themes-

- How Animals Hide
- How Animals Survive

#### Big Question

#### Big Question-

- What does it take to survive?

#### Reading Comprehension/Fluency

### Part 1:

#### Reading Strategy

- Make Inferences

#### Literary Analysis

- Fiction and Nonfiction
- Text Structure: Plot

#### Reading Fluency

- Expression
- Accuracy and Rate

### Part 2:

#### Reading Strategy

- Make Inferences

### **Literary Analysis**

- Elements of Poetry
- Text Structure: Compare
- Text Feature: Headings

### **Reading Fluency**

- Phrasing
- Accuracy and Rate

## Vocabulary

### **Part 1:**

#### **Science Vocabulary**

- Animals
- Color
- Habitat
- Insects
- Shape
- Size

#### **Academic Vocabulary**

- Adaptation
- Defend
- Hide
- Safe
- Survive

#### **Basic Vocabulary: The Arts (Newcomers)**

- Act in a Play
- Dance to the Music
- Draw a Picture
- Paint a Picture
- Play the Drums
- Play the Guitar
- Play the Piano
- Sing a Song
- Take a Picture
- Write a Story

#### **Vocabulary Analysis**

- Use a Dictionary

### **Part 2:**

#### **Science Vocabulary**

- Features

- Food
- Predators
- Prey
- Shelter
- Water

### Academic Vocabulary

- Attack
- Attract
- Message
- Recognize
- Seem

### Basic Vocabulary: Food (Newcomers)

- Apple
- Banana
- Orange
- Beans
- Cheese
- Corn
- Lettuce
- Milk
- Onion
- Rice
- Tomato

### Vocabulary Analysis

- Use Context Clues

### Phonological Awareness

#### **Part 1:**

- Add Beginning Sounds
- Delete Beginning Sounds from Blend
- Add Ending Sounds
- Combine Syllables

#### **Part 2:**

- Segment Sounds
- Add Ending Sounds

### Phonics

#### **Part 1:**

- Decoding and Spelling: Blends with *r*, *l*
- Decoding and Spelling: Blends with *s*
- Decoding and Spelling: Triple Blends
- Decoding and Spelling: Final Consonant Blends
- Decoding and Spelling: VCCCV Syllable Division



**Part 2:**

- Decoding and Spelling Digraphs: /ch/ch, tch
- Decoding and Spelling Digraphs: /th/th, /wh/wh
- Decoding and Spelling: Contractions
- Decoding and Spelling Digraphs: /sh/sh, /f/sph
- Decoding and Spelling Inflected Endings: -ed, -ing

## Writing

**Part 1:**

- Writing Fluency
- Journal Entry
- Writer's Craft: Precise, Vivid Words
- Captions
- Paragraph Response
- Fact Card

**Part 2:**

- Writing Fluency
- Sentences
- Animal Poem
- Journal Entry
- Writing Project: Science Article

## Language Functions/Grammar

**Part 1:****Language functions**

- Describe
- Give, Restate, and Follow Directions

**Listening & Speaking**

- Present in Sequence

**Grammar**

- Action Verbs
- Helping Verbs
- Action and Helping Verbs

**Part 2:****Language functions**

- Explain
- Paraphrase

**Listening & Speaking**

- Listen Actively

**Grammar**

- Verb *be*
- Verb *have*
- Verb *be* and *have*

## High Frequency Words

**Part 1:****High Frequency Words**

- back
- body
- eat
- how
- into
- these
- those
- way
- could
- good
- hard
- now
- over
- part
- under
- very

**Part 2:****High Frequency Words**

- know
- other
- wait
- warm
- without
- world
- year
- yellow
- because
- call
- more
- than
- two
- walk
- why
- young

## PA Common Core Standards

## ELP Standards

**Listening**

- **ELP.1.L.1-3.5.1: Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right-hand side”).**
- **ELP.2.L.1-3.3.1: Sequence pictures from a read-aloud using a graphic organizer.**
- **ELP.2.L.1-3.5.1: Draw conclusions from a read-aloud using a graphic organizer.**

### Speaking

- **ELP.1.S.1-3.3.1: Discuss interests, opinions, or preferences working with a partner.**

### Reading

- **ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.**
- **ELP.2.R.1-3.3.1: Sequence a series of illustrated sentence strips to tell a story.**

### Writing

- **ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.**
- **ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.**

- Unit/Themes

### **Unit 3:** Water for Everyone

#### Themes-

- The Water Cycle
- How We Get Water

#### Big Question

#### Big Question-

- Where does water come from?

#### Reading Comprehension/Fluency

### **Part 1:**

#### Reading Strategy

- Ask Questions

#### Literary Analysis

- Setting
- Text Structure: Problem and Solution
- Text Features

#### Reading Fluency

- Expression
- Accuracy and Rate

## **Part 2:**

### **Reading Strategy**

- Ask Questions

### **Literary Analysis**

- Facts and Opinions
- Text Structure: Cause and Effect
- Text Feature: Diagrams

### **Reading Fluency**

- Intonation
- Accuracy and Rate

## Vocabulary

### **Part 1:**

#### **Science Vocabulary**

- Cloud
- Lake
- Ocean
- Rain
- Sky

#### **Academic Vocabulary**

- Absorb
- Become
- Carry
- Change
- Rise

#### **Basic Vocabulary: Seasons, Months, and Activities (Newcomers)**

- Winter
- Winter Activity: Sled Down a Hill
- Spring
- Spring Activity: Plant Seeds
- Summer
- Summer Activity: Swim in a Lake
- Fall
- Fall Activity: Rake Leaves

#### **Vocabulary Analysis**

- Multiple-Meaning Words

### **Part 2:**

## Science Vocabulary

- Draws
- Invention
- Machine
- Pipes
- Pump
- Wells

## Academic Vocabulary

- Clean
- Healthy
- Provide
- Require
- Source

## Basic Vocabulary: School Places and Things (Newcomers)

- Cafeteria
- Fork
- Knife
- Spoon
- Line
- Bathroom
- Paper Towel
- Money
- Napkin
- Tray
- Plate
- Sink
- Soap
- Water
- Toilet

## Vocabulary Analysis

- Suffixes

## Phonological Awareness

### Part 1:

- Isolate Middle Sounds
- Isolate and Delete Ending Sounds

### Part 2:

- Delete and Add Ending Sounds
- Isolate Middle Sounds
- Substitute Beginning Sounds

## Phonics

### Part 1:

- Decoding and Spelling: Long a
- Decoding and Spelling: CVCe Syllables
- Decoding and Spelling: Long i
- Decoding and Spelling: Long o

**Part 2:**

- Decoding and Spelling: Long e
- Decoding and Spelling: Open and Closed Syllables
- Decoding and Spelling Inflected Endings: -s, -ed, -ing
- Decoding and Spelling: Long u

## Writing

**Part 1:**

- Writing Fluency
- Interview Question
- Writer's Craft: Story Beginning
- Questions and Answers
- Response
- Procedural Texts
- Journal Entry

**Part 2:**

- Writing Fluency
- Sentences
- Fact and Opinion Sentences
- Journal Entry
- Writing Project: Folk Tale

## Language Functions/Grammar

**Part 1:****Language functions**

- Ask For and Give Information
- Elaborate

**Listening & Speaking**

- Adjust Your Language for Your Audience

**Grammar**

- Adjectives That Describe
- Adjectives and Articles

**Part 2:****Language functions**

- Define and Explain
- Seek Clarification

**Listening & Speaking**

- Listen to and Learn from Others

**Grammar**

- Adverbs
- Adverbs That Tell When

## High Frequency Words

**Part 1:****High Frequency Words**

- cold
- drink
- feel
- form
- live
- three
- turn
- water
- after
- away
- before
- carry
- does
- give
- put
- through

**Part 2:****High Frequency Words**

- clean
- going
- let
- off
- our
- stop
- take
- think
- city
- hold
- land
- mile
- much
- river
- sea
- wash

## ELP Standards

**Listening**

- **ELP.1.L.1-3.5.1: Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right- hand side”).**

**Speaking**

- **ELP.1.S.1-3.3.1: Discuss interests, opinions, or preferences working with a partner.**
- **ELP.4.S.1-3.1.1: Identify and sort parts that make up a system (such as: leaf/roots to tree) working with a partner.**
- **ELP.4.S.1-3.4.1: Predict and discuss the effects on the whole if a part is missing (such as: roots/plants) working with a partner.**
- **ELP.4.S.1-3.5.1: Explain the relationships of parts to whole based on questions (such as: root/plant) with a partner.**

**Reading**

- **ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.**
- **ELP.4.R.1-3.2.1: Locate and classify information associated with natural resources, technologies or tools within a small group.**
- **ELP.4.R.1-3.3.1: Use context clues to define key vocabulary associated with natural resources, technologies or tools working with a partner.**
- **ELP.4.R.1-3.4.1: Interpret information associated with natural resources, technologies or tools using graphs and charts.**
- **ELP.4.R.1-3.5.1: Make inferences associated with natural resources, technologies or tools from modified grade-level text.**

**Writing**

- **ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.**
- **ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.**

- Unit/Themes

**Unit 4: Lend a Hand****Themes-**

- Being a Good Citizen
- How to Make a Difference

## Big Question



**Big Question-**

- What are our responsibilities to each other?

## Reading Comprehension/Fluency

**Part 1:****Reading Strategy**

- Make Connections

**Literary Analysis**

- Moral
- Literal and Non-Literal Language
- Text Structure: Character Traits

**Reading Fluency**

- Expression
- Accuracy and Rate

**Part 2:****Reading Strategy**

- Make Connections

**Literary Analysis**

- Media Messages
- Text Structure: Sequence
- Text Feature: Maps

**Reading Fluency**

- Phrasing
- Accuracy and Rate

## Vocabulary

**Part 1:****Social Studies Vocabulary**

- Citizenship
- Grateful
- Mean
- Respect
- Responsible
- Thoughtful

**Academic Vocabulary**

- Character
- Choice
- Courage
- Right
- Save

### **Basic Vocabulary: School Places (Newcomers)**

- Auditorium
- Cafeteria
- Classroom
- Counselor's Office
- Gym
- Hallway
- Library
- Main Office
- Nurse's Office
- Parking Lot

### **Vocabulary Analysis**

- Suffixes

### **Part 2:**

### **Social Studies Vocabulary**

- Aid
- Example
- Heroes
- Ideas
- Leaders
- Serve

### **Academic Vocabulary**

- Chance
- Cost
- Decide
- Generous
- Support

### **Basic Vocabulary: Classroom Activities (Newcomers)**

- Take Out Your Book
- Open Your Book
- Read Your Book
- Close Your Book
- Write Your Name
- Listen to a CD
- Raise Your Hand
- Talk With a Partner
- Use a Computer
- Work With a Group

## Vocabulary Analysis

- Synonyms

## Phonological Awareness

### Part 1:

- Delete Beginning Sound from Blends
- Combine Syllables
- Substitute Ending Sounds
- Segment Sounds

### Part 2:

- Delete Second Sound from Blend
- Combine Syllables
- Segment Syllables

## Phonics

### Part 1:

- Decoding and Spelling Vowel Digraphs: Long a, ai, ay
- Decoding and Spelling: Syllables with ai, ay
- Decoding and Spelling: VCV Syllable Division
- Decoding and Spelling Vowel Digraphs: Long e, ee
- Decoding and Spelling: Contractions
- Decoding and Spelling Vowel Digraphs: Long e, ea, ie

### Part 2:

- Decoding and Spelling: Long o, oa, ow
- Decoding and Spelling: -old
- Decoding and Spelling: Compound Words
- Decoding and Spelling: Abbreviations

## Writing

### Part 1:

- Writing Fluency
- Journal Entry
- Writer's Craft: Vivid Words
- Express and Opinion
- Character Description
- Proverbs

### Part 2:

- Writing Fluency
- Letter
- News Article
- Journal Entry
- Writing Project: Interview

## Language Functions/Grammar

**Part 1:****Language Functions**

- Express Feelings and Ideas
- Make and Accept Suggestions

**Listening & Speaking**

- Interpret a Speaker's Message

**Grammar**

- Sentences: Word Order
- Sentence Capitalization
- Complete Sentences

**Part 2:****Language functions**

- Express Opinions
- Agree and Disagree

**Listening & Speaking**

- Clarify and Support Ideas

**Grammar**

- Subjects
- Predicates
- Subject-Verb Agreement

## High Frequency Words

**Part 1:****High Frequency Words**

- about
- don't
- door
- important
- should
- want
- where
- work
- been
- both
- different
- friend

- great
- house
- kind
- place

## **Part 2:**

### **High Frequency Words**

- around
- ever
- may
- nice
- push
- teacher
- thank
- would
- answer
- dear
- letter
- name
- say
- says
- write
- yes

PA Common Core Standards

ELP Standards

### **Listening**

- **ELP.1.L.1-3.5.1: Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right-hand side”).**

### **Speaking**

- **ELP.1.S.1-3.3.1: Discuss interests, opinions, or preferences working with a partner.**
- **ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.**
- **ELP.2.S.1-3.4.1: Discuss reasons for a character’s actions working with a partner.**
- **ELP.2.S.1-3.5.1: Justify reasons for a character’s actions with visual supports.**

### **Reading**

- **ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.**
- **ELP.2.R.1-3.3.1: Sequence a series of illustrated sentence strips to tell a story.**

### **Writing**

- **ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.**
- **ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.**

- ELP.5.W.1-3.1.1: Match pictures of community leaders with words copied from a word bank.
- ELP.5.W.1-3.2.1: Complete a graphic organizer of the hierarchy of community leaders in your city, town or county within a small group.
- ELP.5.W.1-3.3.1: Write sentences describing the jobs of community leaders working with a partner.
- ELP.5.W.1-3.4.1: Write a paragraph describing the jobs of the elected officials in your city, town or county working with a partner.
- ELP.5.W.1-3.5.1: Write a short essay describing the importance of community leadership using a graphic organizer.

- Unit/Themes

**Unit 5:** Everything Changes

**Themes-**

- Patterns in the Natural World
- Changes in Weather and Seasons

Big Question

**Big Question-**

- Why is nature always changing?

Reading Comprehension/Fluency

**Part 1:**

**Reading Strategy**

- Visualize

**Literary Analysis**

- Characters
- Graphic Features
- Text Structure: Theme

**Reading Fluency**

- Expression
- Accuracy and Rate

**Part 2:**

**Reading Strategy**

- Visualize

**Literary Analysis**

- Author's Purpose

- Text Structure: Compare and Contrast
- Text Feature: Diagrams

### **Reading Fluency**

- Intonation
- Accuracy and Rate

### Vocabulary

#### **Part 1:**

##### **Science Vocabulary**

- Begins
- Day
- Earth
- Ends
- Moon
- Night
- Shadows
- Stars

##### **Academic Vocabulary**

- Appear
- Motion
- Observe
- Pattern
- Repeat

##### **Basic Vocabulary: Times and Days of the Week (Newcomers)**

- Afternoon
- Day
- Evening
- Morning
- Night
- Noon

##### **Vocabulary Analysis**

- Antonyms

#### **Part 2:**

##### **Science Vocabulary**

- Autumn
- Fall
- Seasons
- Spring
- Summer
- Weather
- Winter

## Academic Vocabulary

- Affect
- Explain
- Happen
- Measure
- Reason

## Basic Vocabulary: Weather (Newcomers)

- Today is Cloudy
- Today is Foggy
- Today is Rainy
- Today is Snowy
- Today is Sunny
- Today is Windy

## Vocabulary Analysis

- Multiple-Meaning Words

### Phonological Awareness

#### Part 1:

- Substitute Beginning Sounds
- Delete Final Syllable

#### Part 2:

- Substitute Middle Sounds
- Substitute Final Sounds
- Substitute Ending Sounds
- Substitute Final Syllable

### Phonics

#### Part 1:

- Decoding and Spelling Vowel Digraphs: Long a, ai, ay
- Decoding and Spelling: Syllables with ai, ay
- Decoding and Spelling: VCV Syllable Division
- Decoding and Spelling Vowel Digraphs: Long e, ee
- Decoding and Spelling: Contractions
- Decoding and Spelling Vowel Digraphs: Long e, ea, ie

#### Part 2:

- Decoding and Spelling Vowel Digraphs: oo, ue
- Decoding and Spelling Inflected Endings: -er, -est
- Decoding and Spelling Vowel Digraphs: oo, ew, ui, ou, ue
- Decoding and Spelling Inflected Endings: -s, -es, -ed, -ing

### Writing



**Part 1:**

- Writing Fluency
- Journal Entry
- Writer's Craft: Details
- Sentence
- Questions and Answers
- Descriptive Paragraph

**Part 2:**

- Writing Fluency
- Poem
- Paragraph
- Journal Entry
- Writing Project: Comparison

Language Functions/Grammar

**Part 1:**

**Language Functions**

- Engage in a Discussion

**Listening & Speaking**

- Use Gestures and Expressions

**Grammar**

- Kinds of Sentences

**Part 2:**

**Language functions**

- Make Comparisons
- Describe

**Listening & Speaking**

- Listen for Important Details

**Grammar**

- Yes/No Questions
- Questions

High Frequency Words

**Part 1:**

**High Frequency Words**

- about
- air
- earth
- even
- hear
- here
- morning
- near
- round
- sound
- start
- also
- blue
- every
- fall
- family
- first
- many
- most
- mountain
- only

**Part 2:**

**High Frequency Words**

- above
- better
- far
- full
- goes
- long
- something
- talk
- watch
- while
- again
- almost
- any
- below
- between
- grow
- never
- surprise
- tomorrow
- went

PA Common Core Standards

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ELP Standards

**Listening**

- **ELP.1.L.1-3.5.1: Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right-hand side”).**

### Speaking

- **ELP.1.S.1-3.3.1: Discuss interests, opinions, or preferences working with a partner.**
- **ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.**
- **ELP.2.S.1-3.4.1: Discuss reasons for a character’s actions working with a partner.**
- **ELP.2.S.1-3.5.1: Justify reasons for a character’s actions with visual supports.**
- **ELP.4.S.1-3.1.1: Identify and sort parts that make up a system (such as: leaf/roots to tree) working with a partner.**
- **ELP.4.S.1-3.4.1: Predict and discuss the effects on the whole if a part is missing (such as: roots/plants) working with a partner.**
- **ELP.4.S.1-3.5.1: Explain the relationships of parts to whole based on questions (such as: root/plant) with a partner.**

### Reading

- **ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.**

### Writing

- **ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.**
- **ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.**

- Unit/Themes

#### **Unit 6:** Better Together

#### Themes-

- Teamwork and Cooperation
- Working Together

#### Big Question

#### Big Question-

- Why do people work together?

#### Reading Comprehension/Fluency

#### **Part 1:**

#### Reading Strategy

- Determine Importance

#### Literary Analysis

- Story Elements

- Song Structure
- Text Structure: Parts of a Play

### **Reading Fluency**

- Expression
- Accuracy and Rate

### **Part 2:**

### **Reading Strategy**

- Determine Importance

### **Literary Analysis**

- Point of View
- Text Structure: Main Idea
- Text Feature: Map

### **Reading Fluency**

- Phrasing
- Accuracy and Rate

## Vocabulary

### **Part 1:**

### **Social Studies Vocabulary**

- Alone
- Society
- Team Member
- Teamwork
- Together

### **Academic Vocabulary**

- Add
- Cooperate
- Enough
- Possible
- Share

### **Basic Vocabulary: Outdoor Activities and Sports (Newcomers)**

- Catch a Ball
- Kick a Ball
- Play Soccer
- Ride a Skateboard
- Run on a Track
- Sit in a Chair
- Stand in Line
- Throw a Ball
- Walk in the Park

## Vocabulary Analysis

- Prefixes

### Part 2:

#### Social Studies Vocabulary

- Join
- Organize
- Plan
- Project
- Skills

#### Academic Vocabulary

- Decide
- Dream
- Education
- Generous
- Opportunity

#### Basic Vocabulary: School Subjects (Newcomers)

- ESL Class
- Homeroom
- Language Arts Class
- Lunch
- Math Class
- P.E.
- Science Class
- Social Studies Class

## Vocabulary Analysis

- Use Context Clues

### Phonological Awareness

#### Part 1:

- Substitute Vowel Sounds

#### Part 2:

- Substitute Vowel Sounds

### Phonics

#### Part 1:

- Decoding and Spelling r-controlled Vowels: /r/ar
- Decoding and Spelling: Longer words with /r/ar
- Decoding and Spelling r-controlled Vowels: or, ore
- Decoding and Spelling: Longer words with or, ore

**Part 2:**

- Decoding and Spelling r-controlled Vowels: er, ir, ur
- Decoding and Spelling: Longer Words with er, ir, ur
- Decoding and Spelling r-controlled Vowels: air, ear, are
- Decoding and Spelling r-controlled Vowels: eer, ear

## Writing

**Part 1:**

- Writing Fluency
- Description
- Writer's Craft: Dialogue
- Sentence
- Character Description
- Song Verse
- Summary

**Part 2:**

- Writing Fluency
- Sentence
- Paragraph
- Summary
- Writing Project: Story

## Language Functions/Grammar

**Part 1:****Language Functions**

- Give and Carry Out Commands
- Give and Follow Directions

**Listening & Speaking**

- Give Instructions

**Grammar**

- Subject Pronouns
- Object Pronouns
- Pronouns

**Part 2:****Language functions**

- Express Needs and Wants
- Ask for and Give Advice

**Listening & Speaking**

- Listen Critically for the Speaker's Purpose

## Grammar

- Possessive Adjectives
- Possessive Pronouns

### High Frequency Words

#### Part 1:

#### High Frequency Words

- another
- began
- buy
- children
- found
- get
- just
- old
- school
- together
- done
- follow
- funny
- laugh
- line
- must
- next
- once
- side
- try

#### Part 2:

#### High Frequency Words

- always
- boy
- brother
- gave
- myself
- pull
- sister
- took
- upon
- us
- five
- four
- made
- men
- night
- second
- such
- thought
- well

- o wish

## PA Common Core Standards

### ELP Standards

#### Listening

- o **ELP.1.L.1-3.5.1: Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right-hand side”).**

#### Speaking

- o **ELP.1.S.1-3.3.1: Discuss interests, opinions, or preferences working with a partner.**

#### Reading

- o **ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.**
- o **ELP.2.R.1-3.4.1: Identify phrases or sentences in a story that support the main idea working with a partner.**

#### Writing

- o **ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.**
- o **ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.**

- Unit/Themes

### **Unit 7: Best Buddies**

#### Themes-

- o Connections Between Living Things
- o Living Things and Their Environment

#### Big Question

#### Big Question-

- o How do living things depend on each other?

#### Reading Comprehension/Fluency

### **Part 1:**

#### Reading Strategy

- o Synthesize

#### Literary Analysis



- Characters' Motives
- Persuasive Language
- Text Structure: Characters and Setting

### **Reading Fluency**

- Expression
- Accuracy and Rate

### **Part 2:**

### **Reading Strategy**

- Synthesize

### **Literary Analysis**

- Text Structure: Topic and Main Idea
- Text Structure: Text Features
- Text Feature: Headings

### **Reading Fluency**

- Intonation
- Accuracy and Rate

### Vocabulary

### **Part 1:**

### **Science Vocabulary**

- Chain
- Relate
- Roles
- Vegetation
- Wildlife

### **Academic Vocabulary**

- Accept
- Connect
- Important
- Necessary
- Others

### **Basic Vocabulary: Family (Newcomers)**

- Aunt
- Family
- Mother
- Brother
- Grandfather
- Granddaughter
- Niece
- Father

- Son
- Uncle
- Cousin
- Daughter
- Sister
- Nephew
- Grandmother
- Grandson

### **Vocabulary Analysis**

- Use a Dictionary

### **Part 2:**

#### **Science Vocabulary**

- Enemies
- Partners
- Respond
- Species
- Threaten

#### **Academic Vocabulary**

- Ability
- Danger
- Difficult
- Unusual
- Useful

#### **Basic Vocabulary: Signs and Safety (Newcomers)**

- Bathroom Sign
- Bus Stop Sign
- Crossing Sign
- Crossing Light
- Exit Sign
- Hospital Sign
- Railroad Crossing Sign
- Speed Limit Sign
- Stop Sign
- Traffic Light

### **Vocabulary Analysis**

- Use Context Clues

#### Phonological Awareness

### **Part 1:**

- Delete Beginning and Final Syllables
- Isolate Vowel Sounds

**Part 2:**

- Isolate and Substitute Vowel Sounds
- Delete Beginning Syllable

## Phonics

**Part 1:**

- Decoding and Spelling Prefixes: *un-, re-, mis-*
- Decoding and Spelling Suffixes: *-y, -ly, -ful*
- Decoding and Spelling Vowel Digraphs: *oo, ea, ou*
- Decoding and Spelling Consonant Digraph: */f/gh*
- Decoding and Spelling: Words with *au, aw*

**Part 2:**

- Decoding and Spelling Vowel Variant: */o/a(l), a(ll)*
- Decoding and Spelling Diphthongs: */oi/oi, oy*
- Decoding and Spelling Diphthongs: */ow/ow, ou*
- Decoding and Spelling Initial Schwa: *ə/a*

## Writing

**Part 1:**

- Writing Fluency
- Description
- Sentence
- Letter
- Character Description
- Persuasive Statements
- Journal Entry

**Part 2:**

- Writing Fluency
- Questions and Answers
- Paragraph
- Journal Entry
- Writing Project: Science Report

## Language Functions/Grammar

**Part 1:****Language Functions**

- Express Likes and Dislikes
- Evaluate

**Listening & Speaking**

- Listen and Take Notes

**Grammar**

- Regular Past Tense Verbs
- Irregular Past Tense Verbs
- Past Tense Verbs

**Part 2:**

**Language functions**

- Retell a Story
- Summarize

**Listening & Speaking**

- Summarize Spoken Messages

**Grammar**

- Future Tense with *will*
- Future Tense with *going to*
- Future Tense

High Frequency Words

**Part 1:**

**High Frequency Words**

- animal
- ball
- eye
- few
- food
- large
- might
- move
- number
- along
- change
- enough
- head
- own
- pick
- room
- small
- sometimes
- stay

**Part 2:**

**High Frequency Words**

- close
- cry
- green
- hurt

- jump
- plant
- ride
- show
- sleep
- black
- brown
- group
- high
- leave
- open
- point
- soon
- study
- will

## PA Common Core Standards

### ELP Standards

#### Listening

- **ELP.1.L.1-3.5.1: Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right-hand side”).**

#### Speaking

- **ELP.1.S.1-3.3.1: Discuss interests, opinions, or preferences working with a partner.**
- **ELP.2.S.1-3.4.1: Discuss reasons for a character’s actions working with a partner.**
- **ELP.2.S.1-3.5.1: Justify reasons for a character’s actions with visual supports.**
- **ELP.2.S.1-3.3.1: Retell a story using picture prompts with a partner.**
- **ELP.4.S.1-3.1.1: Identify and sort parts that make up a system (such as: leaf/roots to tree) working with a partner.**
- **ELP.4.S.1-3.4.1: Predict and discuss the effects on the whole if a part is missing (such as: roots/plants) working with a partner.**
- **ELP.4.S.1-3.5.1: Explain the relationships of parts to whole based on questions (such as: root/plant) with a partner.**

#### Reading

- **ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.**
- **ELP.2.R.1-3.4.1: Identify phrases or sentences in a story that support the main idea working with a partner.**
- **ELP.4.R.1-3.2.1: Locate and classify information associated with natural resources, technologies or tools within a small group.**
- **ELP.4.R.1-3.3.1: Use context clues to define key vocabulary associated with natural resources, technologies or tools working with a partner.**
- **ELP.4.R.1-3.4.1: Interpret information associated with natural resources, technologies or tools using graphs and charts.**
- **ELP.4.R.1-3.5.1: Make inferences associated with natural resources, technologies or tools from modified grade-level text.**

#### Writing

- ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.
- ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.

- Unit/Themes

**Unit 8:** Our United States

**Themes-**

- America's Cultural Diversity
- America's National Identity

Big Question

**Big Question-**

- What does America mean to you?

Reading Comprehension/Fluency

**Part 1:**

**Reading Strategy**

- Choose Reading Strategies

**Literary Analysis**

- Characters' Feelings
- Sensory Details
- Text Structure: Features of Fiction

**Reading Fluency**

- Intonation
- Accuracy and Rate

**Part 2:**

**Reading Strategy**

- Use Reading Strategies

**Literary Analysis**

- Author's Purpose
- Theme
- Text Feature: Features of Nonfiction

**Reading Fluency**

- Phrasing
- Accuracy and Rate

## Vocabulary

**Part 1:****Social Studies Vocabulary**

- American
- Belief
- Culture
- History
- Holidays
- Language
- Tradition

**Academic Vocabulary**

- Alike
- Celebrate
- Difference
- Expect
- Variety

**Basic Vocabulary: Celebrations (Newcomers)**

- Dance Together
- Decorate Our Home
- Light Candles
- Make a Cake
- March in a Parade
- Open a Gift
- Send a Card
- Share a Meal
- Wear Special Clothes
- Wrap a Present

**Vocabulary Analysis**

- Use a Dictionary

**Part 2:****Social Studies Vocabulary**

- Body of Water
- Immigrant
- Landform
- Monument
- Stare

**Academic Vocabulary**

- Freedom
- Remember
- Seek
- Symbol

- United

### Basic Vocabulary: School Places (Newcomers)

- Door
- Entrance
- Fence
- Field
- Flag, Flagpole
- Gym
- Main Building
- Steps
- Track
- Window

### Vocabulary Analysis

- Prefixes

### Phonological Awareness

#### **Part 1:**

- Delete Beginning Sounds
- Delete Final Syllable
- Add Final Syllables

#### **Part 2:**

- Delete Final Syllable
- Segment Syllables
- Substitute Syllables

### Phonics

#### **Part 1:**

- Decoding and Spelling Prefixes: *dis-, pre-, im-, in-*
- Decoding and Spelling Suffixes: *-er, -or, -less, -ness*
- Decoding and Spelling Final Syllable: Consonant
- Decoding and Spelling Final Syllables: *-sion, -cian*
- Decoding and Spelling Final Syllables: *-tion, -ture*

#### **Part 2:**

- Decoding and Spelling Final Syllables: with schwa
- Decoding and Spelling Final Syllables: with *-ent, -ant*
- Decoding and Spelling: Syllable Patterns
- Decoding and Spelling: Review Syllable Division

### Writing

#### **Part 1:**

- Writing Fluency
- Description



- Writer's Craft: Varying Sentence Length
- Persuasive Sentence
- Character Description
- Poem
- Summary

### **Part 2:**

- Writing Fluency
- Poem
- Paragraph
- Journal Entry
- Writing Project: Personal Narrative

## Language Functions/Grammar

### **Part 1:**

#### **Language Functions**

- Make a Request
- Tell an Original Story

#### **Listening & Speaking**

- Adjust Language for Your Purpose

#### **Grammar**

- Prepositions
- Prepositional That Tell Where

### **Part 2:**

#### **Language functions**

- Express Intentions
- Persuade

#### **Listening & Speaking**

- Listen for Implicit Ideas

#### **Grammar**

- Prepositions That Show Time
- Prepositional Phrases Tell More
- Prepositional Phrases

## High Frequency Words

### **Part 1:**

#### **High Frequency Words**

- America
- country
- father
- idea
- learn
- mother
- picture
- read
- seem
- word
- example
- got
- music
- sing
- song
- state
- still
- story
- tell
- today

**Part 2:**

**High Frequency Words**

- ate
- bed
- big
- came
- floor
- home
- left
- life
- new
- sure
- best
- bring
- color
- face
- fly
- lot
- man
- same
- tree
- white

PA Common Core Standards

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ELP Standards

**Listening**

- **ELP.1.L.1-3.5.1: Follow sequence from multiple oral directions (such as: “Write your name on the top left-hand side of the paper, then put the date on the top right- hand side”).**

- **ELP.5.L.1-3.4.1: Compare and contrast birthday celebrations in the US with that of other cultures after listening to a story.**

### **Speaking**

- **ELP.1.S.1-3.4.1: Persuade peers to join in activities or games by working within a small group.**
- **ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.**
- **ELP.2.S.1-3.4.1: Discuss reasons for a character's actions working with a partner.**
- **ELP.2.S.1-3.5.1: Justify reasons for a character's actions with visual supports.**
- **ELP.5.S.1-3.1.1: Name places on maps working with a partner (such as: "This is the hospital").**
- **ELP.5.S.1-3.1.1: Name places on maps working with a partner (such as: "This is the hospital").**

### **Reading**

- **ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.**
- **ELP.5.R.1-3.5.1: Draw conclusions about events to show historical interrelationships using grade level text working with a partner**

### **Writing**

- **ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.**
- **ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.**