

Background: Two-Weeks at a Glance (TWAG) Outlines

- Beginning in the 2016-17 school year the ELA K-5 SCS curriculum maps will include six or more “TWAG outlines” throughout the year in each grade. *ESL has opted to develop TWAGs for the entire year, digging deeply into a high-quality, complex anchor text from the Journeys series in order to build student knowledge around the topic of the story.* By studying a high-leverage topic over two weeks, students will have more opportunities to grow their knowledge and vocabulary, while simultaneously building their literacy skills. It is important to note that while the map will skip some texts in *Journeys* to build in time for the TWAG outlines, teachers should **continue with the foundational skills strand** as outlined in the text and the maps. The foundational skills strand follows a systematic, research based progression, and it is highly recommended that teachers use that progression to guide their instruction. TWAG outlines were developed by SCS teachers and coaches in partnership with [Student Achievement Partners](#) and other districts across the country.

How to Use the Literacy Curriculum Maps

Our collective goal is to ensure our students graduate ready for college and career. This will require a comprehensive, integrated approach to literacy instruction that ensures that students become college and career ready readers, writers, and communicators. To achieve this, students must receive literacy instruction aligned to each of the elements of effective literacy program seen in the figure to the right.

This curriculum map is designed to help teachers make effective decisions about what literacy content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. To reach our collective student achievement goals, we know that teachers must change their instructional practice in alignment with the three College and Career Ready shifts in instruction for ELA/Literacy. We should see these three shifts in all SCS literacy classrooms:

- (1) Regular practice with complex text and its academic language.**
- (2) Reading, writing, and speaking grounded in evidence from text, both literary and informational.**
- (3) Building knowledge through content-rich nonfiction.**



Complex Text

- Rather than focusing solely on the skills of reading and writing, the Standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers.
- The standards build a staircase of text complexity so that all students are ready for the demands of college and career-level reading no later than the end of the high school.

Evidence from Text

- The standards place a premium on students writing to sources. Rather than asking students questions they can answer solely from their prior knowledge or experience, the Standards expect students to answer questions that depend on their having read the text or texts with care.
- The standards also require the cultivation of narrative writing throughout the grades, and in later grades a command of sequence will be essential for effective argumentative and informational writing.

Building Knowledge

- Building knowledge through content rich non-fiction plays an essential role in literacy and in the standards. In K-5, fulfilling the standards requires a 50-50 balance between informational and literacy reading.
- Informational reading primarily includes content rich non-fiction in history/ social studies, sciences and the arts.
- The K-5 standards strongly recommend that students build coherent general knowledge both within each year and across years.

Elements of Lesson Planning with Attention to Language:

Effective lesson planning for ELLs begins with, and includes all 6 of the following components (in no particular order):

- Identify student’s language strengths and other assets using WIDA’s CAN DO philosophy.
- Attend to sociocultural contexts of language use.
- Create contexts for meaningful use of language.
- Recognize language development processes (current proficiency level within a domain and context).
- Identify language embedded in content standards (Features of Academic Language).
- Use language supports (e.g., word banks, sentence frames, and/or paragraph models).
- Incorporate all 4 language domains (listening, reading, speaking, writing).

Using the WIDA MPIs

- WIDA English Language Development (ELD) standards and links to Model Performance Indicator (MPI) strands appear within this document to provide teachers with appropriate scaffolding examples for ELLs and struggling readers. By referencing the provided MPIs and those MPIs within the given links, teachers can **craft "I can" statements** that are appropriately leveled for ELLs (and struggling readers) in their classrooms. Additionally, MPIs can be referenced for designing new and/or modifying existing assessments.

- Used in conjunction with a WIDA Can Do Name Chart and *WIDA Can Do Key Uses* booklet found within the ESL Teacher notebook, the ESL teacher can also discuss reasonable expectations for each ELL with classroom teachers for mainstream classroom instruction.

Reading for Information #1					
Ask and answer questions about key details in a text.					
Reading	Level 1: Entering	Level 2: Emerging	Level 3: Developing	Level 4: Expanding	Level 5: Bridging
	<i>Identify answers to yes/no or WH- questions about informational text with labeled visual support.</i>	<i>Answer questions about key details from illustrated informational texts written in repetitive sentence patterns with labeled visual support.</i>	<i>Ask and answer questions about key details in illustrated texts written in simple and compound sentence structures while working with a partner.</i>	<i>Ask and answer questions about key details in illustrated/non-illustrated texts written in compound sentence structures while working with a partner.</i>	<i>Ask and answer questions about key details in a text written in compound and complex sentence structures while working with a partner.</i>

Using the Curriculum Maps, Grade K-5 ESL TWAG

- Begin by examining the selected text(s).** Read the text carefully and consider what topic or content students should learn from reading the text. Then, review the **aligned essential question** and **culminating task** your topic focus for the week. Review the target Reading Foundational Skills resources to internalize the weekly outcomes for students. At this grade band, **foundational skills and language comprehension are of equal importance** and need to be addressed fully every day.

*Locate the **TDOE Standards and related MPIs** at the end of each week. Analyze the language of the standards and consider how the text supports the listed reading standards. Note that Reading Anchor Standard 1 and Reading Anchor Standard 10 should be addressed every week, as students should consistently be reading rigorous grade-level texts and citing evidence when writing or speaking about the text:

 - CCR Reading Anchor Standard 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - CCR Reading Anchor Standard 10: Read and comprehend complex literary and informational texts independently and proficiently.
- Consult your **Journeys Teachers' Edition (TE)** and other **cited references** to map out your week(s) of instruction.
- Plan your weekly and daily objectives, using the **Model Performance Indicators (MPIs)** as a guide. Be sure to plan your own objectives to meet the needs of your students. As a reminder, while lesson and unit objectives should be aligned to grade-level standards, standards and objectives are not synonymous and standards mastery develops over time (not in a single lesson). Consistent with Teach 1-4 of the TEM, teachers/teams are expected to carefully develop literacy learning objectives that carefully consider the text, target (standard, objective), task, and learner (including assessment of/for learning).

4. Study the suggested **culminating activity** at the end of each week, and match them to your objectives. Consider how tasks best target the essential question and content for the week, as well as alignment to standards. **Develop a writing rubric**, which encompasses weekly skills students are required to display within their writing (vocabulary, grammar, syntax, etc.)
5. When planning for the reading of a text, **plan the questions** you will ask each day using these three types of questions: those that derive general understanding, those that address craft and structure, and those that elicit an overall meaning of the text. Be sure that the questions you ask will lead students to better understand the text and lead to success on your selected performance assessments. They should also build toward your essential question. Remember at this grade band, complex texts need to be addressed through a **read aloud or shared reading**, as students have not fully mastered decoding skills well enough to tackle complex text on their own.
6. Examine the other standards and skills you will need to address—writing, language skills, and speaking and listening skills. Review the suggested vocabulary for explicit instruction as listed in the map *in addition* to the words you choose for your ELLs.
7. Consider how you will support building student knowledge through supplemental reading, content, research, and/or writing around the topic for the week. Review how the two weeks work together to build knowledge by previewing suggested (linked) resources.

Remember to include differentiated activities for small group instruction and literacy stations- based on **MPs** and student English Language Proficiency. Reference "**SWAG**" **documents** for resources within literacy work stations. *During weeks 1 and 2 of quarter 1, the identification and placement of English Language Learners is of utmost importance, as mandated by TDOE Policy 3.207 .* **FOR RETURNING STUDENTS:**

- ✓ Prepare Parent Notification and Response Letters – double-sided
- ✓ Send PNL, PRL, and *WIDA Report* home & file returned PRL document (with signature) in your 16-17 ESL file
- ✓ Provide a copy of the student's *WIDA Individual Student Report* to classroom teachers if you wish- but you will be providing the CAN DO Name Chart with similar information.

FOR NEW STUDENTS:

- ✓ Access PHLS via Infosnap (follow instructions on form in Appendix). For students whose PHLS reflects anything other than English on it:
 - ✓ Write the student name and required info on the school composite
 - ✓ Administer the W-APT. (IF you are certified to do so.) Keep a copy of the test result sheet in your ESL file.
 - ✓ If student qualifies for ESL, place W-APT scores on composite AND mark X in the ELL box
 - ✓ K & 1 will be raw scores/ 2-12 use online W-APT calculator: <https://www.wida.us/assessment/w-apt/ScoreCalculator.aspx>
 - ✓ If student does not qualify, place scores on composite
 - ✓ ***Send an updated composite to Cyndi Purnell at the ESL office by August 19.**
 - ✓ To: Cyndi Purnell/ NE Regional Office/ Route 1/ Attn: ESL
 - ✓ CONTINUE to send in information on new students to Cyndi each time a new child is tested (whether they qualify or not).

FOR YOURSELF, the ESL TEACHER:

- ✓ Become W-APT Certified. Visit wida.us and log in. Complete the W-APT Administrator Checklist and fax a copy of your Training Certificate to (901) 416-7628 by Aug. 12.

- ✓ Use the *WIDA Summative School Roster Report* for scheduling purposes & to identify student strengths and domain/ áreas for focus. Use WIDA CAN DO Name Charts (See forms in appendix) for grouping students by areas of strength and weakness within each domain.
 - ✓ Per grade level(s) taught
 - ✓ Within mixed grade levels if serving more than 1 school
 - ✓ Be sure to add new students who qualified for ESL this year
 - ✓ Gather teacher schedules so you may know lunch & support times for each grade level
 - ✓ Design a preliminary ESL Schedule and present this to your admin &/or classroom teachers.
 - ✓ Remain flexible. More than likely, this may need to change.
 - ✓ Check to make sure that you have ALL of your 3.6 & below students scheduled for one hour (or one class period in grades 6-12)
 - ✓ Send *ESL Teacher Schedule* template to purnellmc@scsk12.org by Sept. 1
- ✓ Review the ESL curriculum & resources. Be prepared to show evidence of planning for instruction for week 3, as weeks 1 & 2 are almost always dedicated to locating students, testing students, and completing LSPs.

FOR CLASSROOM TEACHERS:

- ✓ Begin working on Language Support Plans. *Each ELL should have an LSP (Not T1-T4).*
 - ✓ Provide the LSP along with the WIDA Can Do Name Chart (with ALL ELLs in that teacher's class) to mainstream teachers no later than September 1 (or closest Monday).
 - ✓ Provide via email or paper versión
 - ✓ We encourage you to hold a meeting with all of your classroom teachers to provide the LSP & WIDA Can Do Charts (and possibly copies of student score reports if you wish).
Explain how teachers can use this information to better support their students.
Stress the importance of adhering to the state mandate which requires one hour of ESL service per day for those students who scored a 3.6 & below. *Review the ESL curriculum* with teachers and be able to explain how you would plan for a week of instruction in your classroom. (Show them the curriculum & the resources you will use. Discuss the standards you will address and how you will also focus on English Language Development through the integration of listening, speaking, Reading, and writing.

FOR SCHOOL PRINCIPALS AND BUILDING TEST COORDINATORS:

- ✓ Provide the most updated school composite (continually).
- ✓ Provide a copy of your ESL Teacher Schedule (as sent to Cyndi Purnell, Principal only)

Additional WIDA Certification Requirements and Deadlines:

Note: W-APT Certification is mentioned within the BOY Checklist above.

- ✓ **WIDA ACCESS Online Certification** may begin as early as October 1. ESL Teachers must be certified by one month prior to the test window (For 2017, this is February 6) so they may be prepared to administer this spring assessment. Go to wida.us and login. Go to the My

Account & Secure Portal. Click on the Grades 1-12 Online ACCESS icon. Complete the checklist up until & including the “one month prior” list. Fax WIDA training certificate to the ESL office at 416-7628.

WIDA ACCESS Placement Test (W-APT) The W-APT (short for the WIDA-ACCESS Placement Test) is an English language proficiency screener test given to incoming students who may be designated as English language learners (those students who have been identified as NELB). It assists educators with programmatic placement decisions such as identification and placement of ELLs. The W-APT is an adaptive test that can gauge students' proficiency up to and beyond Level 5 of the WIDA English Language Proficiency (ELP) levels.

For grade 1, first semester, the **W-APT will initially assess Listening & Speaking**, along with the following skills:

Reading	Writing
<ul style="list-style-type: none"> ▪ Can match simple pictures to each other ▪ Can recognize letters ▪ Can recognize words ▪ Can read simple phrases ▪ Can read simple sentences 	<ul style="list-style-type: none"> ▪ Can copy letters ▪ Can complete simple words with initial letter ▪ Can write simple words ▪ Can write simple phrases ▪ Can write simple sentences

Additional Resources for Q1 weeks 1-2:

Read Alouds:

As weeks 1 and 2 vary according to ELL numbers within each school, obtaining outside resources for **read aloud opportunities** assist teachers in maintaining a flexible schedule while assessing new NELB students. For returning ELL students, the following resource, along with a trip to the school or local public library allow for the introductory time which is essential to set newcomers at ease. Teachers may also wish to peruse the [epic website](#) to find books mentioned within the [CCR ELA Exemplar Resource: Instruction with Performance Assessment](#) resource provided via *Journeys*. Academic vocabulary may be found on page 185, and each story includes instructional recommendations for English Language Learners.

Initial Assessments:

The [Emerging Literacy Survey](#) from *Journeys* provides opportunities for initial assessment within phonemic awareness and concepts of print and decoding. *General Guidelines* for administering the survey are found on page 2. The *Summary form* for Beginning Skills is found on page 34 of this resource should be printed off and kept for reassessing students in week 9 of Q1. The following areas are assessed for grades K-1: rhyme, beginning sounds, blending onsets and rimes, segmenting onsets and rimes, phoneme blending, phoneme segmentation, concepts of print, letter naming, word recognition, word writing, and sentence dictation

Getting Along with Others

Grade 2 Weeks 3-4	Week 1
Essential Questions:	How do good friends act?
Standards	WIDA 1 & 2; RL 2.1 , RL 2.7 , RF 2.3 , L 2.1 , L 2.6 , W 2.7 MPIs- http://www.livebinders.com/play/play?id=1089921
Main Selection (Read Aloud) <ul style="list-style-type: none"> Text based comprehension Text based discussion (Whole and Small Group)	Diary of a Spider, p.106-129 Reread p 119 Why does Spider give Daddy Long Legs a piece of lunch? Reread p 122 Why does Fly's mom have to go get her? Reread p 123 Granpa says, For a long life, never fall asleep in a shoe. Why is this a good, safe rule? What does Spider learn at school? Why does Spider wish that people would not judge spiders?
Building Knowledge <ul style="list-style-type: none"> Read Aloud Leveled readers Paired Text (Read Together) Supplemental Materials (Whole and Small Group)	Background Building Video-Busy Bugs BLM ELL4.6 Model/think aloud summarizing. Teach/model cause and effect in 2nd paragraph. Identify another in 3rd paragraph. Language Support Card 4- Questions Oral Language Chant , BLM ELL 4.5
Vocabulary <i>Drawn from the texts</i>	Tier 2: breeze, dangerous, insects, judge, rotten, scare, screaming, Tier 3: vowel, sticky, faraway, drill BLM ELL4.6 ; Voc. in Context Cards
Foundational Skills <ul style="list-style-type: none"> Phonemic Awareness Concepts of Print Fluency Word Work <ul style="list-style-type: none"> Phonics and high frequency words Decoding/Encoding 	Follow the daily Phonics and Fluency sequence of activities *Phonics Review long a, i. Practice long o, u, and e. *High Frequency Words: practice, safety, wind, by, cheer, could, hello, hundred
Language/ Syntax <ul style="list-style-type: none"> Spelling and Grammar 	Follow the daily Grammar and Spelling sequence of activities - Identify nouns English Language Development: Students will participate in a discussion about spiders. They will Say, read, and use Target Vocabulary. Students will discuss a fiction story and support answers from the text. They will identify the main idea and supporting details in the text.

<p>Writing</p> <ul style="list-style-type: none"> • Response to text • Culminating task <p>Aligned with the EQ and topic</p>	<p>*Draw a spider and its web. Write sentences to describe the drawing.</p> <p>*Cause and Effect Foldable: http://bainbridgeclass.com/causeandeffect.pdf</p> <p>*Make a "main idea & supporting details" paper spider. Write "The Friendly Spider" on the body. Fold and glue 8 strips for legs. Write a supporting detail on each leg, telling how spiders are our friends.</p>
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Grade 2 Weeks 3-4	Week 2
<p>Essential Questions: How do good citizens help each other with problems?</p>	
<p>Standards</p>	<p>WIDA 1 & 2, RL2.1, RL2.7, RL2.10, SL2.1, SL 2.6, RF 2.3, RF 2.4, L 2.1, L 2.6, W 2.3, W.2.7</p> <p>SS-citizens cooperate</p> <p>MPiS- http://www.livebinders.com/play/play?id=1089921</p>
<p>Read Aloud</p> <ul style="list-style-type: none"> • Text based comprehension • Text based discussion 	<p>Exemplar Text (read in 3 parts): Amos & Boris. (ebook): see Resource Guide for questions p10-13.</p>
<p>Building Knowledge</p> <ul style="list-style-type: none"> • Read Aloud • Leveled readers • Paired Text (Read Together) • Supplemental Materials <p>(Whole/Small Group, Independent work)</p> <p>All students experience all texts and resources regardless of level</p>	<p>Reading A-Z.com-Mike's Good Bad Day. See lesson plan, resources, and discussion cards for higher order questions.</p> <p>ELL Reader: A Swallow and a Spider ELL Lesson Teacher Guide</p> <p>p 135 Why does Spider call Swallow a rotten bird?</p> <p>p 135-136 Why does Spider build such a big web? What is in the web? Does it work? What lesson does he learn?</p>
<p>Vocabulary</p> <p>Drawn from the texts</p>	<p>Tier 2:, so, because, Tier 3: signal words, fable, arthropods, cause, effect, summarize, infer, context (Tier 2: from Mike's Good Bad Day: clumsy, tripped, festival, library, carved, pumpkin, wrong) (Tier 2 from Amos & Boris: rescue, drowning)</p>
<p>Foundational Skills</p> <ul style="list-style-type: none"> • Phonemic Awareness • Concepts of Print • Fluency • Word Work - Phonics and high frequency words • Decoding/Encoding 	<p>Follow the daily Phonics and Fluency sequence of activities</p> <p>Hard and soft /g/</p> <p>High Frequency Words: mind, play, read, see, today his, said, that, was, you</p>

<p>Language/ Syntax</p> <ul style="list-style-type: none"> Spelling and Grammar 	<p>Follow the daily Grammar and Spelling sequence of activities: Identify Nouns English Language Development: .Students will build academic sentence structures that tell a cause and effect, using "because" and "so". Students will build academic sentence structures that compare and contrast, using sentence frames with "but" or "both".</p>
<p>Writing</p> <ul style="list-style-type: none"> Response to text Culminating task <p>Aligned with the EQ and topic</p>	<p>*Work in pairs to create a T-map for cause and effect. Use the text from BLM ELL4.6. *Write sentences that compare and contrast spiders and flies, using sentence frames. *Complete a chart comparing spiders and flies. Refer to student book p 106-129 and 134-136. Decorate chart with your 3-D paper spider and a 3-D paper fly that you make.</p>

ESL Supplemental Work Station and Gradual Release Template Grade 2 Q1 Weeks 3-4

<p>STORY INFORMATION : Topic Friends</p>	
<p><i>Diary of a Spider</i></p>	
<p>Essential Questions:</p>	<p>How do good friends act? How do good citizens help each other with problems?</p>
<p>Gradual Release:</p>	<p>*See GRR Example Behaviors at end of document.</p>
<p>Culminating Task W.2.1, W.2.7</p>	<p>*Complete a T-chart comparing spiders and flies. Refer to student book p 106-129 and 134-136. Decorate chart with your 3-D paper spider and a 3-D paper fly that you make.</p>
<p>Stations Activities : RF 2.3, RL2.1, RL2.7, RL2.10</p>	<p>WEEK 1</p> <p>1): Word Work: 2 Bingo Games- Long Vowel Bingo and Sight Word Bingo. (Make Long Vowel Bingo Cards with 5 columns- long a, e, i, etc. and cvvc, cv, or cvce words. Review 1st grade sight words with another Bingo Sight Word game.</p> <p>2)Comprehension/Building Knowledge: Teacher-led Shared/Guided Reading group: A Swallow and a Spider ELL Lesson Teacher Guide</p> <p>3)Vocabulary: Word Hunt- Underline the vocabulary words on a paper copy of the text. Cloze activity- Fill-in-the-blank simple sentences with the new vocabulary.</p> <p>4) Fluency- Partner-reading of ELL Reader. Independent reading of good-fit books.</p>

<p>, L 2.6 RF 2.4, RF 2.3, RL2.1, RL2.7, RL2.10 L 2.6 RF 2.4,</p>	<p>WEEK 2</p> <p>1): Word Work: Word Hunt for High-Frequency words: Write the 8 High Frequency words for the week. Look through the story and make a tally mark by each word as you find it. Word Sort- sets of cards with hard g and soft g. Work with a partner to sort "hard g", "soft g" words. Make your own T-chart on a white board slate; write the words for these 2 columns from your word sort.</p> <hr/> <p>2)Comprehension/Building Knowledge: Teacher-led Shared/Guided Reading group: _Reading A-Z.com-Mike's Good Bad Day. See lesson plan resources</p> <hr/> <p>3)Vocabulary: Concentration: with 2 sets of vocabulary cards from both weeks, play Concentration Memory game . Report results to teacher at end of session.</p> <hr/> <p>4.) Fluency: On Computer: Listen to Amos and Boris online book; or Diary of a Spider. And independent reading of good-fit books.</p>
<p>Other notes</p>	<p>For scaffolding: Language frames: Academic Language Functions Very simple frames More frames Links to leveled standards- for every standard, this resource provides additional support to teachers for creating scaffolded activities.</p>

Animal Homes

Grade 2 Weeks 5-6	Week 1			
Essential Questions:	How were the animals in <u>Animals Building Homes</u> helped by their homes?			
Standards	WIDA 1, 2 and 4; RI.2.1 , RI.2.4 , RI.2.6 , RI.2.10 ; RF 2.3 , L 2.1 , L 2.6 , W.2.2 , W.2.5 , W.2.6 MPI Livebinder			
(Read Aloud) • Text based comprehension • Text based discussion (Whole and Small Group)	Text: Animals Build Homes http://www.readworks.org/passages/animals-build-homes Lexile 420 Awesome Animal Homes http://www.readworks.org/passages/awesome-animal-homes Lexile 790 How are animal homes such as a mound, a lodge, a nest, and a burrow, different? Who lives in each and what materials do animals use to construct them?			
Anchor Text (Read Aloud) • Text based comprehension • Text based discussion (Whole and Small Group)	<ul style="list-style-type: none"> • Animals Building Homes (informational text, 630L) • Ask questions # 2,4,6,9 from Think Through the Text • Respond to text orally/or in writing from the Guided Summary Oral Retelling Cards 2, 3&4 • In small group, review the 5 W's for one of the read aloud texts and one animal: Who? What? When? Where? Why? 			
Building Knowledge • Read Aloud • Leveled readers • Paired Text (Read Together) • Supplemental Materials (Whole and Small Group)	http://www.pbs.org/wnet/nature/animal-homes/11674/ View animal homes video clips Language support: animals and animal homes picture cards: http://www.eslprintables.com/vocabulary_worksheets/the_animals/animal_homes/Animal_Homes_domino_game_393507/	https://www.youtube.com/watch?v=RO13kVDwl60 View and discuss which animal lives in each home http://www.powershow.com/view/1cc50-MTkyZ/Animal_Homes_powerpoint_ppt_presentation View and discuss the animal homes powerpoint.	http://www.bbc.co.uk/education/clips/ztvs34j Compare two animals and their homes. http://www.slideshare.net/adeelasif31/where-the-animals-live?next_slideshow=1 View and discuss the animal homes ppt	Lang Support Card 6-Questions
Vocabulary Drawn from the texts	gnaws, trunk, floats, lodge, predators, offspring, survive, shaped, weave, mounds, saliva, protection, winding, deepest, den Resource: https://quizlet.com/29670177/journeys-grade-2-animals-building-homes-flash-cards/			

<p>Foundational Skills</p> <ul style="list-style-type: none"> • Phonemic Awareness • Concepts of Print • Fluency • Word Work <ul style="list-style-type: none"> - Phonics and high frequency words • Decoding/Encoding 	<p>Follow the daily Phonics and Fluency sequence of activities- Phonics: Consonant Blends with <i>r, l, s</i></p> <p>*High Frequency Words: find, table, green, we, animals, bear, know, most, myself, second, she, sleep, three, work</p> <p>Practice reading captions and headings in informational texts about animals. Create written captions to describe an animal home. BLM Fluency page</p> <p>Use Frayer model for examining multiple meaning words like trunk, lodge, den Practice reading and writing words with <i>_dge</i> and <i>_tion</i>. Word building with suffix <i>_ing</i>. Use base words and the <i>_ing</i> suffix to build <i>_ing</i> verbs/adjectives</p>
<p>Language/ Syntax</p> <ul style="list-style-type: none"> • Spelling and Grammar 	<p>Follow the daily Grammar and Spelling sequence of activities - Language Objective: Ask and answer questions about animals and where they live. Where does a bird live? Where does a rabbit live? Language Objective: Focus on Proper Names Students will practice making oral sentences with Proper Names and common nouns in this word bank http://www.kidslearningstation.com/grammar/proper-nouns/2nd-grade/worksheets/second-grade-propernoun-worksheet-categorize.pdf</p> <ul style="list-style-type: none"> • Example: Many people live in New York City. George Washington was the first president.
<p>Writing</p> <ul style="list-style-type: none"> • Response to text • Culminating task <p>Aligned with the EQ and topic</p>	<p>The Readers Notebook pg. 83/84 (independent reading and written response to the text)</p> <p>Create a compare and contrast foldable to compare two animal homes and which animals live there (such as nest/bird and burrow/rabbit)</p> <p>Create an animal homes book. Use magazines or clipart for animal photos. Write captions about each animal home. Use this link for exemplars http://www.sfi.mtu.edu/Urban_teachers/lessons2011/Animal_Adpatations_Lesson-Tracy_Ortiz.pdf</p> <p>Review one of the animal homes powerpoints listed above. Create your own animal homes powerpoint. Write the text for your powerpoint.</p>

Grade 2 Weeks 5-6	Week 2
Essential Questions:	How are animals helped by their homes?
Standards	WIDA 1,2 and 4, RI.2.1 , RI.2.4 , RI.2.6 , RI.2.10 , SL2.1 , SL 2.6 , RF 2.3 , RF 2.4 , L 2.1 , L 2.6 , W.2.2 , W.2.5 , W.2.6 SS-citizens cooperate MPI Livebinder
Read Aloud <ul style="list-style-type: none"> Text based comprehension Text based discussion 	Frozen Home http://www.readworks.org/passages/frozen-home Lexile 760 http://www.readworks.org/passages/animals-build-homes Lexile 420 http://www.readworks.org/passages/all-about-beavers Lexile 510
Main Selection <ul style="list-style-type: none"> Text based comprehension Text based discussion	Homes of Living Things www.getepic.com (Free Account) Includes text-based questioning activities.
Building Knowledge <ul style="list-style-type: none"> Read Aloud Leveled readers Paired Text (Read Together) Supplemental Materials (Whole/Small Group, Independent work) All students experience all texts and resources regardless of level	<p>ELL Reader: Bees at Work. See ELL Lesson Guide.</p> <p>PBS Video: http://www.pbslearningmedia.org/resource/nat15.sci.lisci.anihome/habitat-animal-homes/</p> <p>https://www.bing.com/videos/search?q=animals+building+homes&qvpt=Animals+Building+Homes&FORM=VDRE</p> <p>Habit Game: http://switchzoo.com/games/habitatgame.htm</p> <p>http://kids.nationalgeographic.com/animals/polar-bear/#polar-bear-cub-on-mom.jpg Read and discuss the home of the Polar Bear. https://www.bing.com/videos/search?q=animal+homes+videos+for+kids+second&view=detail&mid=487A64F551371BA26624487A64F551371BA26624&FORM=VIRE</p> <p>Additional Online Readers for Students: www.getepic.com (Free Account) Homes of Living Things ; Rapping about Animal Homes ; Animal Habitats</p>

Vocabulary Drawn from the texts	habitat, protection, attack, surface, water-proof, temperature, underneath, disguised
Foundational Skills <ul style="list-style-type: none"> • Phonemic Awareness • Concepts of Print • Fluency • Word Work <ul style="list-style-type: none"> - Phonics and high frequency words • Decoding/Encoding 	Follow the daily Phonics and Fluency sequence of activities- Final Blends nd, ng, nk, nt, xt, mp http://bogglesworldesl.com/consonantblendcards.htm Play a consonant blend game. High Frequency Words: air, car, cried, try, funny, he, pictures, pretty, told, window Fluency passage: Fluency passage: http://treasures.macmillanmh.com/assets/extras/0001/3033/G1U6_A_Home_for_Bats_Student_Passage.pdf
Language/ Syntax <ul style="list-style-type: none"> • Spelling and Grammar 	Follow the daily Grammar and Spelling sequence of activities: More Plural Nouns https://jr.brainpop.com/readingandwriting/word/pluralnouns/matching/ Oral Language practice: http://www.eslprintables.com/vocabulary_worksheets/the_animals/animal_homes/Animal_Homes_domino_game_393507/ Students will practice in partners stating the animal name and its home as they play matching game.
Writing <ul style="list-style-type: none"> • Response to text • Culminating task Aligned with the EQ and topic	Complete the Writing Process (edit, revise, publish through technology) with the Culminating Task from previous week Write an informational paragraph about an animal and its home. Describe where the animal lives and if it builds or finds its home. Illustrate.

ESL Supplemental Work Station and Gradual Release Template Grade 2 Q1 Weeks 5-6

STORY INFORMATION : Topic: Animal Homes	
<i>Animals Building Homes</i>	
Essential Questions:	How were the animals in <i>Animals Building Homes</i> helped by their homes? How are animals helped by their homes?
Gradual Release:	*See GRR Example Behaviors at end of document.
Culminating Task W.2.2 , W.2.7	Write an informational paragraph about an animal and its home. Describe where the animal lives and if it builds or finds its home.
Stations Activities : RF.2.3 , RL2.1 , RL2.7 , RL2.10 L.2.6 RF.2.4 RF.2.3 , RL2.1 , RL2.7	<p>WEEK 1</p> <p>1): Word Work: Go Fish card game with pairs of Sight Words (some review words and new sight words).</p> <hr/> <p>2)Comprehension/Building Knowledge: Teacher-led Shared/Guided Reading group: ELL Reader, Bees at Work. See ELL BLM lesson guide.</p> <hr/> <p>3)Vocabulary: Word Sort: Animals, Places, Things, Other. List your word categories on a column-chart. Play "Give a Clue" with a partner. Can they guess your word in one clue? two? three? Keep score.</p> <hr/> <p>4) Fluency- Partner-reading of ELL Reader. Independent reading of good-fit books.</p>

<p>RL2.10 , L 2.6 RF 2.4,</p>	<p>WEEK 2</p> <p>1): Word Work: Play Concentration with review words and new sight words.</p> <hr/> <p>2)Comprehension/Building Knowledge: Teacher-led Shared/Guided Reading group: www.getepic.com (Free Account) Homes of Living Things</p> <p>3)Vocabulary: Make a mural showing animal habitats. Each group member draws a vocabulary cards telling what to draw. Label drawings with new words.</p> <p>4.) Fluency: Listen to audio of Animals Building Homes online. Independent reading of good-fit books.</p>
<p>Other notes</p>	<p>For scaffolding: Language frames: Academic Language Functions Very simple frames More frames Links to leveled standards- for every standard, this resource provides additional support to teachers for creating scaffolded activities.</p>

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Weather

Grade 2 Weeks 7-8	Week 1			
Essential Questions:	What are the dangerous effects of storms?			
Standards	WIDA 1, 2 and 4; RI.2.1 , RI.2.2 , RI.2.3 , RI.2.7 , RI.2.10 ; RF 2.3 , L 2.1 , L 2.6 , W2.2 MPs-			
(Read Aloud) • Text based comprehension • Text based discussion (Whole and Small Group)	• p T214 Floods: Dangerous Water.			
Anchor Text (Read Aloud) • Text based comprehension • Text based discussion (Whole and Small Group)	Super Storms Respond to text questions orally and/or in writing from the Retelling Cards (oral language)			
Building Knowledge • Read Aloud • Leveled readers • Paired Text (Read Together) • Supplemental Materials (Whole and Small Group)	http://wildwildweather.com/lightning.htm Discuss lightning safety tips. Name one safety tip. http://www.photolib.noaa.gov/htmls/nssl0013.htm Discuss your personal experience with lightning. Does it make you feel scared? Do you think it is beautiful? Discuss with partner or small group.	http://www.photolib.noaa.gov/htmls/nssl0013.htm Discuss your personal experience with lightning. Does it make you feel scared? Do you think it is beautiful? Discuss with partner or small group.	http://www.timeforkids.com/news/severe-storms/167776	Lang.Support Card 8-Questions
Vocabulary Drawn from the texts	beware, flash, strike, destroy, prepare, damage, prevent, equal Resource: https://quizlet.com/29315887/journeys-2nd-grade-super-storms-vocabulary-flash-cards/			

<p>Foundational Skills</p> <ul style="list-style-type: none"> • Phonemic Awareness • Concepts of Print • Fluency • Word Work <ul style="list-style-type: none"> - Phonics and high frequency words • Decoding/Encoding 	<p>Follow the daily Phonics and Fluency sequence of activities- Consonant Digraphs th, sh, wh, ch, tch, ph ; Base words and endings: -s, -ed, -ing</p> <p>*High Frequency Words: before, eye, my, open, few, people, happy, starts, high, yellow Fluency passage, "Fog" page 36, http://rti.dadeschools.net/pdfs/ORF-OPM_grs1-5.pdf</p>
<p>Language/ Syntax</p> <ul style="list-style-type: none"> • Spelling and Grammar 	<p>Follow the daily Grammar and Spelling sequence of activities - What is a verb? Language Objective: Describe the weather using present and past tense verbs with a partner. Support: http://www.mes-english.com/flashcards/files/weather_cards.pdf Create oral sentences.</p>
<p>Writing</p> <ul style="list-style-type: none"> • Response to text • Culminating task <p>Aligned with the EQ and topic</p>	<p>Create a compare and contrast foldable to compare a tornado and a hurricane.</p> <p>View this link of current lightning strikes in the U.S. Write a paragraph describing ways that a student can stay safe when there is lightning present.</p> <p>Create a class book about severe weather. Pairs or small groups can each write a paragraph about a severe weather item such as tornado, hurricane, flood.</p>

Weather

Grade 2 Weeks 7-8	Week 2
Essential Questions:	What are the negative effects of storms?
Standards	WIDA 1,2 and 4, RI.2.1 , RI.2.2 , RI.2.3 , RI.2.7 , RI.2.10 , SL2.1 , SL 2.6 , RF 2.3 , RF 2.4 , L 2.1 , L 2.6 , W2.2 <ul style="list-style-type: none"> • MPis-
Read Aloud <ul style="list-style-type: none"> • Text based comprehension • Text based discussion 	<ul style="list-style-type: none"> • Read Aloud Project – Thunderstorms (time permitting during week 1 or 2) http://achievethecore.org/page/2591/thunderstorms
Main Selection <ul style="list-style-type: none"> • Text based comprehension Text based discussion	Weather Poems.
Building Knowledge <ul style="list-style-type: none"> • Read Aloud • Leveled readers • Paired Text (Read Together) • Supplemental Materials (Whole/Small Group, Independent work) All students experience all texts and resources regardless of level	ELL Reader: The Wind. See ELL Lesson Guide. ReadWorks: What is a storm chaser? Lexile 570 Read Spinning Storms Lexile 780 Read the Tornado Drill Read What Do Storm Chasers Do? Lexile 570 http://www.timeforkids.com/news/severe-storms/167776 Article on tornadoes : What is the top speed for tornado winds? Article on hurricanes : How are hurricanes classified?
Vocabulary Drawn from the texts	quivering, stillness, parched, motion, “throwing out their shadow,” straining, breaking, condition, cylinder
Foundational Skills <ul style="list-style-type: none"> • Phonemic Awareness • Concepts of Print 	Follow the daily Phonics and Fluency sequence of activities- Base words and endings, -ed, -ing; cv syllable pattern

<ul style="list-style-type: none"> • Fluency • Word Work <ul style="list-style-type: none"> - Phonics and high frequency words • Decoding/Encoding 	High Frequency words: afraid, dark, for kept, many, might, own, show, why, would
Language/ Syntax <ul style="list-style-type: none"> • Spelling and Grammar 	<p>Language Objective: Students will practice reading verbs and using verbs in oral sentences when playing the verb game:</p> <p>Follow the daily Grammar and Spelling sequence of activities: Verbs in the present.</p> <p>Activity options:</p> <ul style="list-style-type: none"> • http://www.stepinto2ndgrade.com/2012/03/verb-activities.html • http://www.sheppardsoftware.com/grammar/verbs.htm http://eslgamesworld.com/members/games/ClassroomGames/Quizshow/Verb%20Tenses%20Past,%20Future,%20Perfect%20Present/index.html
Writing <ul style="list-style-type: none"> • Response to text • Culminating task <p>Aligned with the EQ and topic</p>	<ul style="list-style-type: none"> • Create a severe weather safety foldable. • Create a cloud foldable and use adjectives to describe the different kinds of clouds and the kinds of weather they cause. • From the Read Aloud: Write about <i>how the storm moved</i> and changed from setting to setting. Students may use the evidence that you wrote on your notecard to support your answer or the chart we created as a class. • Students will compose a paragraph using information from the chart and notecard to explain how this storm moved and changed from setting to setting. Students should use verbs, proper capitalization, spelling, and punctuation in their paragraphs.

ESL Supplemental Work Station and Gradual Release Template Grade 2 Q1 Weeks 7-8

STORY INFORMATION : Topic: Weather	
<i>Super Storms</i>	
Essential Question:	What are the dangerous effects of storms?
Gradual Release:	*See GRR Example Behaviors at end of document.
Culminating Task , W 2.2 , W.2.7	Create a class book about severe weather. Pairs or small groups can each write a paragraph about a severe weather item such as tornado, hurricane, flood.
Stations Activities : , RF 2.3 , RL2.1 , RL2.7 , RL2.10 , L 2.6 RF 2.4 , , RF 2.3 ,	<p>WEEK 1</p> <p>1) Word Work: TicTacToe- with trouble-some sight words and digraph words. Choose a word card. If you can read it, mark your X or O. Online sight words game: Kitten Hop</p> <p>2)Comprehension/Building Knowledge: Teacher-led Shared/Guided Reading group; The Wind. See ELL BLM lesson guide.</p> <p>3)Vocabulary: Make a 4-square foldable to illustrate 4 weather vocabulary words; use it for retelling events in the story, <i>Super Storms</i>. Practice retelling the events with a partner.</p> <p>4) Fluency- Partner-reading of ELL Reader. Independent reading of good-fit books.</p> <hr/> <p>WEEK 2</p> <p>1) Word Work: Play Old Snake (Old Maid) with pairs of word cards containing trouble-some sight words and digraph words. Online sight word practice game: Kitten Hop</p> <p>2)Comprehension/Building Knowledge: Teacher-led Shared/Guided Reading group: http://www.readworks.org/passages/earth-science-tornadoes What is a storm chaser?</p>

<p>RL2.1, RL2.7, RL2.10 L 2.6 RF 2.4,</p>	<p>3)Vocabulary: Play Pictionary with vocabulary words.</p> <p>4.) Fluency: Listen to audio of Super Storms online. Independent reading of good-fit books.</p>
<p>Other notes</p>	<p>For scaffolding: Language frames: Academic Language Functions Very simple frames More frames Links to leveled standards- for every standard, this resource provides additional support to teachers for creating scaffolded activities.</p>

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Gradual Release of Responsibility Example Behaviors

Teacher		Student
<p>I do it Modeled Instruction</p>	<ul style="list-style-type: none"> • Provides direct instruction • Establishes goals and purpose • Models the expectation • Think aloud 	<ul style="list-style-type: none"> • Actively listens • Takes notes • Asks for clarification
<p>We do it Guided Instruction / Guided Practice</p>	<ul style="list-style-type: none"> • Interactive instruction • Works with students • Checks, prompts, clues • Provides additional modeling • Meets with needs-based groups 	<ul style="list-style-type: none"> • Asks and responds to questions • Works with teacher and classmates • Completes process alongside others
<p>They do it together Collaborative Practice</p>	<ul style="list-style-type: none"> • Provides feedback • Moves among groups • Clarifies confusion • Provides support 	<ul style="list-style-type: none"> • Works with classmates, shares outcome • Collaborates on authentic task • Consolidates learning • Completes process in small group • Looks to peers for clarification
<p>You do it Independently Independent Practice</p>	<ul style="list-style-type: none"> • Provides feedback • Evaluates progress toward the learning expectation 	<ul style="list-style-type: none"> • Works alone • Relies on notes, activities, classroom learning to complete assignment • Takes full responsibility for outcome

Week 9:

Week 9 affords the opportunity to assess decodable words, high-frequency words, reading sentences, fluency, and comprehension. Skills may be assessed via the use of the *Journeys Progress Monitoring Assessment* and by using the Reading A-Z and ReadWorks documents listed below. **Keeping a portfolio of student progress can assist in helping school personnel to determine if intervention or additional English Language Development scheduling is needed.**

During week 9, writing should remain an area of focus. For grades K-2, [Reading A-Z provides writing center activities, which can reinforce:](#) sentence building, story writing, letter formation, and story creation/ retelling.

Journeys Progress Monitoring Assessments: The test should take three to five minutes per lesson set. Prepare a test form for children (pages 1-8) and a teacher's test form (page xiv) for each child being tested. Use the teacher's test form to record the child's responses and scores *Assess students through lessons 7-8. See pages xi-xii for Scoring and Interpretation of assessment results.*

Purpose:

- To check on a child's growth or problems in learning skills and high- frequency words
- To target learning gaps by using these test results combined with test results from the core instructional program

Sections on the Test

- A: Decodable Words This section measures a child's ability to read decodable words independently. The words target phonics and structural elements taught in the last two lessons. Words in each row target skills from a single week's lesson.
- B: High-Frequency Words Items in this section evaluate a child's ability to recognize high-frequency words (Words to Know) taught in a two-week period. Each row assesses knowledge of words taught in a single week's lesson.
- C. Lessons 1–14, C: Reading Sentences measures a child's ability to read sentences accurately. The sentences are a combination of decodable and familiar high-frequency words and become more complex as the year progresses.

Please note: Grade 2 students may need to be assessed via the [Journey's Kindergarten Progress Monitoring Assessment](#), or a *combination of [grades 1](#) & [grade 2](#)*. Please review grade K & 1 week 9 Quarter 1 curriculum for specific areas to be assessed.

Administering the Grade 2 Tests

To administer Decodable Words, High-Frequency Words (Sections A and B), and Reading Sentences (Section C, Lessons 1–14):

- Ask the child to read each word or sentence aloud.
- Treat each word as a separate item.
- If a word is misread, write what the child said above the word.
- Draw a line through any words that are skipped, and insert words that the child adds. Mark self-corrections with an SC above the word.

Additional resources for week 9 assessment:

Fluency: [Reading A-Z fluency passages](#) (Reading A-Z [Grade level correlation chart](#))

Additional reading passages may be found: [ReadWorks Reading Passages](#)

Comprehension: ReadWorks: [The Camping Trip](#) Lexile 260L