
Non-Speaker K-2nd ESL Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District
Curriculum Guide

Prerequisite: Non Speaker K - 2nd

Course Description Here

Learning to speak, read and comprehend spoken and written English is crucial for newcomers to the American education experience. Title III requires that “children who are limited English proficient attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic content and student academic achievement standards as all children are expected to meet.” Language acquisition is a long term process involving a progression through developmental stages of increasing language proficiency. English language learners move through these stages at individual rates of acquisition. Language learners vary in their productive and receptive skills.

English Language Learners have different levels of English Proficiency. ELL Instruction will scaffold instruction for multiple levels of language proficiency. Third grade students will have a deeper understanding of everyday language, including idioms, use more extensive vocabulary and produce language with fewer grammatical errors, use standard forms when writing and produce writing about varied topics. Students will listen, point, illustrate, match, choose, name, list, group, categorize, label, demonstrate, compare, contrast, recall, retell, summarize and explain.

The students will use Concept and Language Goals throughout the themes to develop the big idea. Children will develop concepts and language as they talk about, use and practice; concept vocabulary, academic language, language forms and functions, comprehension skills and grammar skills.

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Year-at-a-glance

Subject: ESL	Grade Level: K-2	Date Completed:

1st Quarter

Topic	Resources	CCSS
My Class	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F,
All About Me	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
Family	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
On Time	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
My Week	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
Alphabet Letters/Sounds	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F

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2nd Quarter

Topic	Resources	CCSS
My School	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
Around the Neighborhood	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
Weather/Clothing	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
Pets	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F

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3rd Quarter

Topic	Resources	CCSS
Working At School	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
Wants and Needs / Foods	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
Around My Home	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
Nature Around Us	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F
At The Farm	Pearson ELD Newcomer K-2	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.F, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.I, CC.1.3.1.J, CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.H, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.2.D, CC.1.5.1.E, CC.1.5.1.F

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4th Quarter

Topic	Resources	CCSS
Our Senses	Pearson ELD Newcomer K-2	CC.1.1.B, CC.1.1.C, CC.1.1.D, CC.1.1.E, CC.1.2.A, CC.1.2.B, CC.1.2.C, CC.1.2.E, CC.1.2.F, CC.1.2.G, CC.1.2.H, CC.1.2.I, CC.1.2.J, CC.1.2.K, CC.1.3.A, CC.1.3.B, CC.1.3.C, CC.1.3.D, CC.1.3.E, CC.1.3.F, CC.1.3.G, CC.1.3.H, CC.1.3.I, CC.1.3.J, CC.1.4.A, CC.1.4.B, CC.1.4.C, CC.1.4.D, CC.1.4.H, CC.1.4.K, CC.1.4.L, CC.1.4.R, CC.1.5.A, CC.1.5.D, CC.1.5.E, CC.1.5.F
Zoo Animals	Pearson ELD Newcomer K-2	CC.1.1.B, CC.1.1.C, CC.1.1.D, CC.1.1.E, CC.1.2.A, CC.1.2.B, CC.1.2.C, CC.1.2.E, CC.1.2.F, CC.1.2.G, CC.1.2.H, CC.1.2.I, CC.1.2.J, CC.1.2.K, CC.1.3.A, CC.1.3.B, CC.1.3.C, CC.1.3.D, CC.1.3.E, CC.1.3.F, CC.1.3.G, CC.1.3.H, CC.1.3.I, CC.1.3.J, CC.1.4.A, CC.1.4.B, CC.1.4.C, CC.1.4.D, CC.1.4.H, CC.1.4.K, CC.1.4.L, CC.1.4.R, CC.1.5.A, CC.1.5.D, CC.1.5.E, CC.1.5.F
At the Store	Pearson ELD Newcomer K-2	CC.1.1.B, CC.1.1.C, CC.1.1.D, CC.1.1.E, CC.1.2.A, CC.1.2.B, CC.1.2.C, CC.1.2.E, CC.1.2.F, CC.1.2.G, CC.1.2.H, CC.1.2.I, CC.1.2.J, CC.1.2.K, CC.1.3.A, CC.1.3.B, CC.1.3.C, CC.1.3.D, CC.1.3.E, CC.1.3.F, CC.1.3.G, CC.1.3.H, CC.1.3.I, CC.1.3.J, CC.1.4.A, CC.1.4.B, CC.1.4.C, CC.1.4.D, CC.1.4.H, CC.1.4.K, CC.1.4.L, CC.1.4.R, CC.1.5.A, CC.1.5.D, CC.1.5.E, CC.1.5.F
The Sky	Pearson ELD Newcomer K-2	CC.1.1.B, CC.1.1.C, CC.1.1.D, CC.1.1.E, CC.1.2.A, CC.1.2.B, CC.1.2.C, CC.1.2.E, CC.1.2.F, CC.1.2.G, CC.1.2.H, CC.1.2.I, CC.1.2.J, CC.1.2.K, CC.1.3.A, CC.1.3.B, CC.1.3.C, CC.1.3.D, CC.1.3.E, CC.1.3.F, CC.1.3.G, CC.1.3.H, CC.1.3.I, CC.1.3.J, CC.1.4.A, CC.1.4.B, CC.1.4.C, CC.1.4.D, CC.1.4.H, CC.1.4.K, CC.1.4.L, CC.1.4.R, CC.1.5.A, CC.1.5.D, CC.1.5.E, CC.1.5.F
I am Healthy	Pearson ELD Newcomer K-2	CC.1.1.B, CC.1.1.C, CC.1.1.D, CC.1.1.E, CC.1.2.A, CC.1.2.B, CC.1.2.C, CC.1.2.E, CC.1.2.F, CC.1.2.G, CC.1.2.H, CC.1.2.I, CC.1.2.J, CC.1.2.K, CC.1.3.A, CC.1.3.B, CC.1.3.C, CC.1.3.D, CC.1.3.E, CC.1.3.F, CC.1.3.G, CC.1.3.H, CC.1.3.I, CC.1.3.J, CC.1.4.A, CC.1.4.B, CC.1.4.C, CC.1.4.D, CC.1.4.H, CC.1.4.K, CC.1.4.L, CC.1.4.R, CC.1.5.A, CC.1.5.D, CC.1.5.E, CC.1.5.F

**Scranton School District
Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 1 - Names Classroom Objects</p> <p>Unit 2 – About me</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C- Describe characters, settings and major events in a story CC.1.3.1.D- Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Recognize own Name • Recognize classmates names • Recognize vocabulary words associated with the classroom • Recognize letters of the alphabet • Recognize color words • Recognize body part words • Recognize shape words <p>Speaking</p> <ul style="list-style-type: none"> • Students will use greetings • Students will introduce themselves • Students will ask someone’s name • Students will ask about objects • Students will identify objects (singular), colors • Students will repeat new words • Count 1 – 10 • Repeat/Recite alphabet • Repeat, name body parts • Talk about where we live • Point to/name Shapes • Tell your age in a sentence 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 1 What’s your name? What’s this? 8 days</p> <p>Unit 2 Where do you live? Parts of the body 8 Days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 1 - Names Classroom Objects</p> <p>Unit 2 – About me</p>	<p>CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions</p>	<p>Writing</p> <ul style="list-style-type: none"> • Students will write /trace their own names • Students will write/trace names of classroom objects • Write letters • Write color words • Draw pictures/label parts of the body • Trace/draw shapes <p>Listening</p> <ul style="list-style-type: none"> • Students will respond to classroom demands • Students will listen to new vocabulary associated with the classroom • Associate sounds with letters • Point to body parts • Point to shapes 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 1 What’s your name? What’s this? 8 days</p> <p>Unit 2 Where do you live? Parts of the body 8 Days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Unit 3- Family	CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions	Writing <ul style="list-style-type: none">• Draw/Label Family Members• Complete a close procedure using family vocabulary• Complete a word web with the word family in the middle• Copy written language relating to schedules• Write the initial consonant in days of the week Listening <ul style="list-style-type: none">• Point to pictures corresponding to Family Members• Follow modeled one step oral directions• Mimic gestures or movements• Locate pictures/people described orally• Point to words that describe time of day/night	Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work	<u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment	Unit 3 – Family 8 Days Unit 4- On Time 8 days

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 5 – My Week</p>	<p>CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions</p>	<p>Writing</p> <ul style="list-style-type: none"> Write number words 0 -20 Write days of the week/months Complete a calendar with special schedule Write missing letters to complete words <p>Listening</p> <ul style="list-style-type: none"> Repeat number words used in time and date Identify sequence in days of the week/months of the year Match oral description to pictures to tell when/what you do at school Match sounds to letters 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 5 – My week 8 Days</p> <p>Unit 6 – Alphabet Letters and Sounds 5 Days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 7 – My School Day</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C- Describe characters, settings and major events in a story CC.1.3.1.D- Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify numbers 0-30 • Identify words naming places within the school • Identify words that name school workers • Use words to tell time by the half hour • Match letters with sounds • Identify missing letters within words <p>Speaking</p> <ul style="list-style-type: none"> • Count 0 – 30 • Name places in school • Name school workers • Say time by the half hour 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 7- My school day 12 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 7 – My School Day</p>	<p>CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions</p>	<p>Writing</p> <ul style="list-style-type: none"> • Write number words 0 – 30 • Write missing letters in words • Draw/Label Rooms in a school • Draw/Label School Workers • Copy Written language about the School environment <p>Listening</p> <ul style="list-style-type: none"> • Identify pictures of people/places in a school building • Match oral reading of words to pictures • Carry out 2 or 3 step oral commands • Locate objects described orally 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>		<p>Unit 7- My school day 12 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 8- Around the Neighborhood</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C- Describe characters, settings and major events in a story CC.1.3.1.D- Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify symbols and environmental print associated with the neighborhood • Connect print to visuals • Match voice to print by pointing to pictures associated with people and place in the neighborhood • Match voice to print by pointing to letter or words <p>Speaking</p> <ul style="list-style-type: none"> • Name people/places in the neighborhood • Repeat words and phrases about the neighborhood • Respond to questions with a word or phrase 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 8- Around the neighborhood 10 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Unit 8- Around the Neighborhood	CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions	Writing <ul style="list-style-type: none"> • Draw/Label neighborhood people and places • Describe people/places In the neighborhood • Copy simple sentences • Identify capital letters/periods in a simple sentence • Complete modeled sentence frames Listening <ul style="list-style-type: none"> • Follow 2-3 step modeled directions • Identify pictures associated with the neighborhood • Point to pictures and words describing the neighborhood • Match oral language to pictures 	Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work	<u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u>	Unit 8- Around the neighborhood 10 days

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 9- Weather/Clothing</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C- Describe characters, settings and major events in a story CC.1.3.1.D- Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify numbers 0 – 40 • Identify weather words • Use words to describe weather • Identify items of clothing • Match clothing with types of weather • Practice sounds and letters • Identify the four seasons <p>Speaking</p> <ul style="list-style-type: none"> • Count objects • Ask / answer questions about weather • Name items of clothing • Name weather situations • Ask/name what students are wearing • Discuss the four seasons 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 9- Weather/Clothing 12 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Unit 9- Weather/Clothing	CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions	Writing <ul style="list-style-type: none"> • Draw clothes for each kind of weather • Draw weather to match illustrations • Create weather/clothing word web using a word bank • Write weather words to complete sentences Listening <ul style="list-style-type: none"> • Point to clothing items named orally • Match oral descriptions to weather pictures • Locate objects described orally • Sort pictures of clothing by appropriate weather descriptions • Listen to a description about each season 	Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work	<u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment	Unit 9- Weather/Clothing 12 days

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 10 – Pets</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C-Describe characters, settings and major events in a story CC.1.3.1.D-Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify numbers 0-50 • Recognize Pet names/items associated with pets • Match animal names with pictures • Practice sounds and letters <p>Speaking</p> <ul style="list-style-type: none"> • Name animals • Discuss caring for pets • Talk about types of pets • Ask/answer questions about pets 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 10- Pets 8 days</p>

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Unit 10 – Pets	CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions	Writing <ul style="list-style-type: none"> • Draw pets/pet homes • Label drawings of pets • Write pet names to complete sentences Listening <ul style="list-style-type: none"> • Sort pictures of pets by category • Locate pets described orally • Imitate animal noises 	Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work	<u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment	Unit 10- Pets 8 days

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 11- Working at School</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C-Describe characters, settings and major events in a story CC.1.3.1.D-Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify numbers 0-60 • Identify initial consonant blends • Identify content area verbs • Describe what you do in specific subjects • Use he/she/they to describe what children do at school • Match abilities to careers <p>Speaking</p> <ul style="list-style-type: none"> • Ask about possession (whose, what does ___ have) • Express possession • Use present progressive verbs to explain what you do in each subject • Talk about school subjects with a partner • Discuss interests/careers 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 11- Working at School 10 days</p>

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Unit 11- Working at School	CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions	Writing <ul style="list-style-type: none"> • Use adjectives to describe school objects • Change verbs to present progressive form • Complete sentences using correct pronouns • Write a sentence telling what you do in a subject • Write jumbled subject vocabulary using a word bank • Draw/Label a plant and an animal Listening <ul style="list-style-type: none"> • Respond to oral instructions • Act out present progressive verbs • Sort words by initial consonant sounds 	Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work	<u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment	Unit 11- Working at School 10 days

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 12- Wants/Needs /Foods</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C-Describe characters, settings and major events in a story CC.1.3.1.D-Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify numbers 1-70 • Create a shopping list of foods • Identify foods on a menu • Identify foods for a specific meal • <p>Speaking</p> <ul style="list-style-type: none"> • Talk about foods you like • Tell what foods you want for a specific meal • Talk about what we need for our bodies • Ask for foods you want • Answer “Is there, Are there” questions • Describe likes/wants of others 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 12- Wants/Needs/Foods 10 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 12- Wants/Needs /Foods</p>	<p>CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions</p>	<p>Writing</p> <ul style="list-style-type: none"> • Complete sentence frames telling foods you like • Write Answers to questions using a word bank (Yes, there is. No, there aren't) • Match/Write meal names to pictures <p>Listening</p> <ul style="list-style-type: none"> • Locate foods by pointing to pictures described orally • Sort foods by meals, snacks, and desserts • Locate initial consonant blends to match voice/picture 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 12- Wants/Needs/Foods 10 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 13 – Around My Home</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C-Describe characters, settings and major events in a story CC.1.3.1.D-Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify numbers 0-70 • Identify types of homes • Identify rooms in a home • Identify household Objects • Match household objects to rooms • Match phrases to pictures describing what someone does in each room • Write initial consonant letters to name household objects <p>Speaking</p> <ul style="list-style-type: none"> • Ask where someone lives • Ask someone’s address/telephone numbers • Ask about the location of household objects • Express one’s address/telephone number • Describe where an object is at home • Point and say the names of rooms/household objects 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 13- Around my home 9 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 13 – Around My Home</p>	<p>CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions</p>	<p>Writing</p> <ul style="list-style-type: none"> • Write about things in a home • Write the name of a room and what you do there • Draw / Write to make a house • Label rooms in a home • Complete sentences about home using a word bank • Label objects inside and outside of your home <p>Listening</p> <ul style="list-style-type: none"> • Locate rooms in a home • Locate household objects • Listen to your friends describe their homes • Point to answer questions about objects in your home 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 13- Around my home 9 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 14- Nature Around Us</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C- Describe characters, settings and major events in a story CC.1.3.1.D- Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify numbers 1 - 80 • Identify vocabulary associated with nature • Identify seasons in nature • Identify objects in the sky and on the ground • Distinguish day/night • Circle pictures to match letter sounds <p>Speaking</p> <ul style="list-style-type: none"> • Talk about what you see outside • Talk about pictures of nature • Name items found in nature • Use beginning, middle, end to tell a story about something in nature • Sing songs about nature 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 14- Nature Around Us 10 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 14- Nature Around Us</p>	<p>CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions</p>	<p>Writing</p> <ul style="list-style-type: none"> • Create a word web with the word “outside” in the center • Use verbs from a word bank to write about what you do outside • Identify correct verb tense to match pictures • Draw/Label plants and animals <p>Listening</p> <ul style="list-style-type: none"> • Locate verbs in a sentence read orally • Listen to songs about animals • Sort inside/outside objects • Listen to a story about nature, point to what happens next 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 14- Nature Around Us 10 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 15 – At the Farm</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C-Describe characters, settings and major events in a story CC.1.3.1.D-Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify numbers 1-90 • Identify farm animals • Match animal sound words to the correct animal <p>Speaking</p> <ul style="list-style-type: none"> • Say the names of farm animals • Describe the location of items found on a farm (In the barn) • Describe what people do on a farm 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 15- At the Farm 9 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 15 – At the Farm</p>	<p>CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions</p>	<p>Writing</p> <ul style="list-style-type: none"> • Draw a farm • Label farm animals on a drawing <p>Listening</p> <ul style="list-style-type: none"> • Point to items on a farm when described orally • Match pictures with farm activities 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 15- At the Farm 9 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 16 – My Senses</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C-Describe characters, settings and major events in a story CC.1.3.1.D-Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify numbers 1 -100 • Match pictures of objects with correct body parts used for each sense • Identify items you can hear, see, smell, touch, taste • Identify initial consonant sounds • Identify basic sight words <p>Speaking</p> <ul style="list-style-type: none"> • Name items you can hear, see, smell, touch, taste • Name body parts associated with senses • Use “I am ____” sentence frame to respond to “What are you doing?’ regarding the senses 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 16- Senses 9 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Unit 16 – My Senses	CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions	Writing <ul style="list-style-type: none"> • Draw a body with a face • Label a drawing naming body parts • Sort pictures by sense • Form simple sentences using word/phrase banks • Use words to describe what senses people are using Listening <ul style="list-style-type: none"> • Use TPR to identify body parts • Listen and respond to songs or games that name body parts • Classify objects according to oral descriptive statements 	Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work	<u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u>	Unit 16- Senses 9 days

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 17 – Zoo Animals</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C-Describe characters, settings and major events in a story CC.1.3.1.D-Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify position words; on, in, under, between, in front of, behind • Recognize zoo animal names • Match phrases and sentences about zoo animals to pictures • Sort words into word families <p>Speaking</p> <ul style="list-style-type: none"> • Identify and name zoo animals • Participate in songs/chants about zoo animals • Repeat facts or statements about zoo animals • Describe what zoo animals do/say 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Unit 17- Zoo Animals 9 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Unit 17 – Zoo Animals	CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions	Writing <ul style="list-style-type: none"> • Draw/label pictures of zoo animals • Complete modeled sentence starters about zoo animals • Use words from a word bank to describe zoo animals • Generate a list of words/phrases associated with zoo animals Listening <ul style="list-style-type: none"> • Mimic zoo animal movements associated with statements • Match oral reading of stories about zoo animals to illustrations • Sequence a series of oral statements using pictures 	Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work	<u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u>	Unit 17- Zoo Animals 9 days

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 18 – At the Store</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C-Describe characters, settings and major events in a story CC.1.3.1.D-Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify coins and dollar bills • Identify types of stores • Connect Print to visuals (signs etc.) • Match store items to amount they cost <p>Speaking</p> <ul style="list-style-type: none"> • Ask / Answer questions about what items cost • Identify and name objects found in a store • Describe what people do at a store from action pictures • Compare objects; (bigger/smaller, more/less) • Use skip counting to count money 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 18- At the Store 9 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 18 – At the Store</p>	<p>CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions</p>	<p>Writing</p> <ul style="list-style-type: none"> • Generate a shopping list for the grocery store • Label pictures of stores (Rx, grocery) • Complete modeled sentence starters about shopping • Form simple sentences about shopping using a word bank <p>Listening</p> <ul style="list-style-type: none"> • Carry out two or three step oral commands • Locate objects associated with shopping described orally • Point to real life objects reflective of oral statements 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 18- At the Store 9 days</p>

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<p>Unit 19 – The Sky</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C- Describe characters, settings and major events in a story CC.1.3.1.D- Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Identify objects found in the sky • Identify / interpret items associated with day and night • Match pictures with words/phrases associated with the sky • Sort words into word families <p>Speaking</p> <ul style="list-style-type: none"> • Respond to visually supported questions about the sky • Identify and name items found in the sky • Participate in chants or songs about the sky 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 19- The Sky 9 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Unit 19 – The Sky	CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions	Writing <ul style="list-style-type: none"> • Provide information about the sky using a graphic organizer • Draw/Label items in the sky • Describe sky objects from illustrated examples and models Listening <ul style="list-style-type: none"> • Follow modeled multistep oral directions • Classify objects according to day or night • Match sky objects with their function 	Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work	<u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u>	Unit 19- The Sky 9 days

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Curriculum Guide**

General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 20 - I am Healthy</p>	<p>CC.1.1.1.B-Demonstrate understanding of organization and features of print CC.1.1.1.C- Demonstrate understanding of spoken words, syllables and sounds CC.1.1.1.D- Know and apply phonics and word analysis skills CC.1.1.1.E- Read with accuracy and fluency CC.1.2.1.A- Identify main idea and details CC.1.2.1.B- Ask and answer questions about a text CC.1.2.1.F- Ask and answer questions to clarify meaning CC.1.2.1.G- Use illustrations and details in a text to describe its key ideas CC.1.2.1.I- Identify basic similarities and details in a text CC.1.2.1.J- Use words and phrases acquired through conversations, reading, and being read to. CC.1.2.1.K- Determine or clarify the meaning of unknown or multiple meaning words or phrases CC.1.3.1.A- Retell stories and demonstrate understanding of their central message CC.1.3.1.B- Ask and Answer questions about a text CC.1.3.1.C- Describe characters, settings and major events in a story CC.1.3.1.D- Identify who is telling the story at various points in a text CC.1.3.1.G- Use illustrations to describe characters, setting, or events CC.1.5.1.A- Participate in collaborative conversations with peers and adults in small groups CC.1.5.1.D- Describe people, places, things and events CC.1.5.1.E- Produce complete sentences when appropriate to task and situation CC.1.5.1.F- Add drawings or other visual displays when sharing aloud to clarify ideas, thoughts and feelings</p>	<p>Reading</p> <ul style="list-style-type: none"> • Use phrases that describe what people do to care for themselves • Follow directions using diagrams about health • Search for pictures associated with word patterns (-ing words; washing, combing) • Match sentences to pictures about healthy habits • Recognize time to the hour/half hour <p>Speaking</p> <ul style="list-style-type: none"> • Repeat words / phrases associated with health • Identify and name objects associated with health • Ask about daily routine • Describe daily routine 	<p>Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 20- I am Healthy 9 days</p>

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Unit 20 - I am Healthy	CC.1.4.1.B- Identify and write about one specific topic CC.1.4.1.C- Develop with two or more facts CC.1.4.1.D- Group information and provide a sense of closure CC.1.4.1.E- Choose words and phrases for effects CC.1.4.1.F- Demonstrate a command of the proper usage of standard English CC.1.4.1.K- Use a variety of words and phrases CC.1.4.1.T- With guidance and support from adults and peers, respond to questions	Writing <ul style="list-style-type: none"> • Draw/Label pictures about your morning, afternoon, evening routine • Write sentence to tell what you do at a certain time • Form sentences about health using a word bank • Give information about health using visuals or graphics Listening <ul style="list-style-type: none"> • Identify pictures reflecting everyday activities that keep us healthy • Match reading of stories about healthy routines to illustrations • Classify objects/pictures as healthy or unhealthy 	Calendar Sight Words Alphabet/Letter Sounds Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work	<u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u>	Unit 20- I am Healthy 9 days

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
		<p>Writing</p> <p>Listening</p>	<p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment</u> Checklist Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	