
Beginner K-2 ESL Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



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Course Title Here

Prerequisite: Entry Level- Kindergarten

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. The kindergarten students will become familiar with sounds, rhythms, or patterns in English, respond to questions by pointing, gesturing or drawing. The students will use simple yes/no responses or one or two word answers, read simple language they have already heard. The students will write labels, patterned sentences or short cloze sentences. Students will listen, point, illustrate, match and choose.

The students will work within themes to develop the big idea for the lesson. In every lesson in every unit the students will work with concept vocabulary, academic language, language forms and functions, category words and high frequency words.

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Year-at-a-glance

Subject: ESL	Grade Level: Kindergarten	Date Completed:

1st Quarter

Topic	Resources	CCSS
Name Recognition/ Written and Spoken	Teacher Modeling/ New Comer K-2 p.17	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
Verbalizing wants and needs in the classroom and school	Pearson Language Central TE 8-13	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
Recognition of family members	Pearson Language Central TE 26-27	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
How to help your friends	Pearson Language Central TE 14-19	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
How family members help each other	Pearson Language Central TE 20-25	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E

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How people in a community work together	Pearson Language Central TE 26-31	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
What do children like to do with their friends?	Pearson Language Central TE 32-37	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
How machines and people help each other?	Pearson Language Central TE 38-43	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E

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2nd Quarter

Topic	Resources	CCSS
How are flowers unique?	Pearson Language Central TE 46-51	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
Why do animals dig?	Pearson Language Central TE 52-57	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
What kind of animals lives in the grasslands?	Pearson Language Central TE 58-63	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
Where does a bear hibernate?	Pearson Language Central TE 64-69	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C,
What kind of home does an animal need?	Pearson Language Central TE 70-75	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
How do animals move?	Pearson Language Central TE 76-81	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E

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3rd Quarter

Topic	Resources	CCSS
What happens when a friend moves away?	Pearson Language Central TE 84-89	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
What new things can you do as you get older?	Pearson Language Central TE 90-95	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
What can we learn from people in the past?	Pearson Language Central TE 96-101	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
How do friendships change?	Pearson Language Central TE 102-107	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
How was the past different from today?	Pearson Language Central TE 108-113	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
How can we change the way we feel?	Pearson Language Central TE 114-119	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E

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4th Quarter

Topic	Resources	CCSS
What adventures can you have everyday?	Pearson Language Central TE 122-127	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
What adventures can you have on a lucky day?	Pearson Language Central TE 128-133	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
What adventures can animals have?	Pearson Language Central TE 134-139	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
What kind of adventures can a child have?	Pearson Language Central TE 140-145	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
What is it like in the Antarctic?	Pearson Language Central TE 146-151	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E

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What are some city adventures?	Pearson Language Central TE 152-157	CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.C, CC.1.1.K.D, CC.1.2.K.A, CC.1.2.K.B, CC.1.2.K.C, CC.1.2.K.E, CC.1.2.K.G, CC.1.2.K.I, CC.1.4.K.B, CC.1.4.K.L, CC.1.5.K.A, CC.1.5.K.B, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
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<p style="text-align: center;">General Topic</p>	<p style="text-align: center;">Academic Standard(s)</p>	<p style="text-align: center;">Essential Knowledge, Skills & Vocabulary</p>	<p style="text-align: center;">Resources & Activities</p>	<p style="text-align: center;">Assessments</p>	<p style="text-align: center;">Suggested Time</p>
<p>Unit 1- Cooperation</p> <ul style="list-style-type: none"> • Name Writing • Differentiate between numbers and letters and words • Recognize and name some uppercase and lowercase letters of the alphabet • Isolate and pronounce initial sounds • Associate some letters with their names and sounds • Identify familiar words and environmental print • Retell key details of a story • Answer questions about a text • Identify parts of a book • Connect illustrations to the written word • Use new vocabulary words • Draw about one specific topic • Capitalize the first word in a sentence and the pronoun I • Recognize and use end punctuation • Spell simple words phonetically • Participate in conversations with peers and adults • Ask and answer key details about • Ask and answer questions in order to seek, help, get information or clarify something that is not understood • Share stories, familiar interests, speaking clearly • Speak audibly and express thoughts, feelings and ideas clearly 	<p>CC.1.1.K.A-book handling skills CC.1.1.K.B. Identify basic features of print CC.1.1.K.C Demonstrate understanding of spoken words, syllables and sounds CC.1.1.K.D Develop beginning phonics and word skills CC.1.2.K.A Retell key ideas of a text CC.1.2.K.B Answer questions about a text CC.1.2.K.C Make connections in a text CC.1.2.K.E Identify the front cover, back cover, and title page of a book CC.1.2.K.F Answer questions about unfamiliar words from a text CC.1.2.K.G Connect illustrations to the written word CC.1.2.K.I Use new vocabulary words CC.1.4.K.B Draw about a specific topic CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling CC.1.5.K.A Participate in conversations CC.1.5.K.B Ask and answer questions about key details in a text CC.1.5.K.C Ask and answer questions in order to seek help CC.1.5.K.D Share stories about familiar experiences CC.1.5.K.E Speak audibly and express thoughts / feelings and ideas clearly</p>	<p style="text-align: center;">Speaking-</p> <ul style="list-style-type: none"> • Ask/Answer Questions • Oral Reseponses • Repeat • Retell <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Recognize name • Letter/ Sound recognition • Match • Sort • Classify • Sight Word Recognition • Read words and phrases with visual cues <p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Name Writing • Drawing • Labeling • Representation of a story with drawings/words/ phrases • Capitalization <p style="text-align: center;">Listening</p> <ul style="list-style-type: none"> • Follow simple oral commands and visual clues • Follow oral directions • Follow sequential commands 	<p>Introduction</p> <ul style="list-style-type: none"> • Calendar • Days of the Week • Months of the year • Seasons • Holiday's • Numbers • Shapes • Colors • Manners • Alphabet Song <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 Assessment</u></p>	<p>Week 1- We Come to School 5 days</p> <p>Week 2- Helping Out 8 days</p> <p>Week 3- Families Help Each Other 8 days</p> <p>Week 4- Working Together 8 days</p> <p>Week 5- Fun with Friends 8 days</p> <p>Week 6- Machines 8 days</p>

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	<p style="text-align: center;">Academic Standard(s)</p> <p style="text-align: center;">English Language Development</p> <p>16.1.K.L,R,S,W Communicate information, ideas and concepts necessary for academic success for social and instructional purposes</p> <p>16.2.K.L,R,S,W Communicate information, ideas and concepts necessary for academic success in the content of language arts</p>				
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<p>Unit 2- Animal and Plant Characteristics</p> <ul style="list-style-type: none"> Name Writing Differentiate between numbers and letters and words Recognize and name some uppercase and lowercase letters of the alphabet Isolate and pronounce initial sounds Associate some letters with their names and sounds Identify familiar words and environmental print Retell key details of a story Answer questions about a text Identify parts of a book Connect illustrations to the written word Use new vocabulary words Draw about one specific topic Capitalize the first word in a sentence and the pronoun I Recognize and use end punctuation Spell simple words phonetically Participate in conversations with peers and adults Ask and answer key details about Ask and answer questions in order to seek, help, get information or clarify something that is not understood Share stories, familiar interests, speaking clearly 	<p>Academic Standard(s)</p> <p>CC.1.1.K.A-book handling skills CC.1.1.K.B. Identify basic features of print CC.1.1.K.C Demonstrate understanding of spoken words, syllables and sounds CC.1.1.K.D Develop beginning phonics and word skills CC.1.2.K.A Retell key ideas of a text CC.1.2.K.B Answer questions about a text CC.1.2.K.C Make connections in a text CC.1.2.K.E Identify the front cover, back cover, and title page of a book CC.1.2.K.F Answer questions about unfamiliar words from a text CC.1.2.K.G Connect illustrations to the written word CC.1.2.K.I Use new vocabulary words CC.1.4.K.B Draw about a specific topic CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling CC.1.5.K.A Participate in conversations CC.1.5.K.B Ask and answer questions about key details in a text CC.1.5.K.C Ask and answer questions in order to seek help CC.1.5.K.D Share stories about familiar experiences CC.1.5.K.E Speak audibly and express thoughts / feelings and ideas clearly</p>	<p>Speaking-</p> <ul style="list-style-type: none"> Ask/Answer Questions Oral Reseponses Repeat Flower Names Fruit Names <p>Reading</p> <ul style="list-style-type: none"> Recognize name Letter/ Sound recognition Match Sort Classify Sight Word Recognition Read words and phrases with visual cues Vocabulary associated with Nature Vocabulary associated with fruit names Identify Animals that live in the Grasslands Animal babies vocabulary Hibernation Identification of animal homes Position Words Animal movements 	<p>Introduction</p> <ul style="list-style-type: none"> Calendar Days of the Week Months of the year Seasons Numbers Shapes Colors Manners Alphabet Song <p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p>Formative Assessment Checklist Oral Assessment Journal Drawings Total Physical Response Thumbs up/Thumbs down Summative Series Assessment</p>	<p>Week 1 How are flowers unique? 8 days</p> <p>Week 2 Why do animals dig? 5 days</p> <p>Week 3 What kind of Animals lives in the Grasslands? 8 days</p> <p>Week 4 Where does a bear hibernate? 8 days</p> <p>Week 5 What kind of home does an animal need? 8 days</p> <p>Week 6 How do animals move? 8 days</p>
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	<p>Academic Standard(s)</p> <p>English Language Development</p> <p>16.1.K,L,R,S,W Communicate information, ideas and concepts necessary for academic success for social and instructional purposes</p> <p>16.2.K,L,R,S,W Communicate information, ideas and concepts necessary for academic success in the content of language arts</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Name Writing • Drawing • Labeling • Representation of a story with drawings/words/Phrases • Capitalization • Draw a representation of a verb • Identify unique plant characteristics • Draw an animal habitat • Draw a picture of how animals move <p><u>Listening</u></p> <ul style="list-style-type: none"> • Follow simple oral commands and visual clues • Follow oral directions • Follow sequential commands 			
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<p>Unit 3-Changes All Around US</p> <ul style="list-style-type: none"> Name Writing Differentiate between numbers and letters and words Recognize and name some uppercase and lowercase letters of the alphabet Isolate and pronounce initial sounds Associate some letters with their names and sounds Identify familiar words and environmental print Retell key details of a story Answer questions about a text Identify parts of a book Connect illustrations to the written word Use new vocabulary words Draw about one specific topic Capitalize the first word in a sentence and the pronoun I Recognize and use end punctuation Spell simple words phonetically Participate in conversations with peers and adults Ask and answer key details about Ask and answer questions in order to seek, help, get information or clarify something that is not understood Share stories, familiar interests, speaking clearly Speak audibly and express thoughts, feelings and ideas clearly 	<p>Academic Standard(s)</p> <p>CC.1.1.K.A book handling skills CC.1.1.K.B. Identify basic features of print CC.1.1.K.C Demonstrate understanding of spoken words, syllables and sounds CC.1.1.K.D Develop beginning phonics and word skills CC.1.2.K.A Retell key ideas of a text CC.1.2.K.B Answer questions about a text CC.1.2.K.C Make connections in a text CC.1.2.K.E Identify the front cover, back cover, and title page of a book CC.1.2.K.F Answer questions about unfamiliar words from a text CC.1.2.K.G Connect illustrations to the written word CC.1.2.K.I Use new vocabulary words CC.1.4.K.B Draw about a specific topic CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling CC.1.5.K.A Participate in conversations CC.1.5.K.B Ask and answer questions about key details in a text CC.1.5.K.C Ask and answer questions in order to seek help CC.1.5.K.D Share stories about familiar experiences CC.1.5.K.E Speak audibly and express thoughts / feelings and ideas clearly CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events</p>	<p>Speaking–</p> <ul style="list-style-type: none"> Ask/Answer Questions Oral Reseponses Repeat Feeling Recognition <p>Reading</p> <ul style="list-style-type: none"> Recognize name Letter/ Sound recognition Match Sort Classify Sight Word Recognition Read words and phrases with visual cues Family Recognition Growing Up Feeling Recognition Identify people from the past Americana Vocabulary Changes in Relationships Understanding <i>Then and Now</i> How feelings change Animal Body Parts 		<p>Formative Assessment Checklist</p> <p>Oral Assessment Journal</p> <p>Drawings</p> <p>Total Physical Response</p> <p>Thumbs up/Thumbs down</p> <p>Summative Series Assessment</p>	<p>Week 1- What happens when a friend moves away? 8 days</p> <p>Week 2- What new things can you do as you get older? 8 days</p> <p>Week 3- What can we learn from people in the past? 8 days</p> <p>Week 4- How do friendships change? 5 days</p> <p>Week 5- How was the past different from today? 8 days</p> <p>Week 6- How can we change the way we feel? 8 days</p>
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<p>Write a story to go with a picture or event</p>	<p>Academic Standard(s)</p> <p>English Language Development</p> <p>16.1.K,L,R,S,W Communicate information, ideas and concepts necessary for academic success for social and instructional purposes</p> <p>16.2.K,L,R,S,W Communicate information, ideas and concepts necessary for academic success in the content of language arts</p>	<p>Writing</p> <ul style="list-style-type: none"> • Name Writing • Drawing • Labeling • Representation of a story with drawings/words/ Phrases • Capitalization • Draw a picture of how to keep in touch with someone who is far away • Feeling Recognition • Draw a picture of a goal you have when you are older • Draw a picture depicting an event from the past • Draw a picture of how a relationship in you life has changed • Draw a picture of how the past is different from the present • Draw a picture depicting how you change the way you feel <p>Listening</p> <ul style="list-style-type: none"> • Follow simple oral commands and visual clues • Follow oral directions • Follow sequential commands 			
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<p>Unit 4- Adventures- Let's Go Explore</p> <ul style="list-style-type: none"> Name Writing Differentiate between numbers and letters and words Recognize and name some uppercase and lowercase letters of the alphabet Isolate and pronounce initial sounds Associate some letters with their names and sounds Identify familiar words and environmental print Retell key details of a story Answer questions about a text Identify parts of a book Connect illustrations to the written word Use new vocabulary words Draw about one specific topic Capitalize the first word in a sentence and the pronoun I Recognize and use end punctuation Spell simple words phonetically Participate in conversations with peers and adults Ask and answer key details about Ask and answer questions in order to seek, help, get information or clarify something that is not understood Share stories, familiar interests, speaking clearly Speak audibly and express thoughts, feelings and ideas clearly 	<p>Academic Standard(s)</p> <p>CC.1.1.K.A-book handling skills CC.1.1.K.B. Identify basic features of print CC.1.1.K.C Demonstrate understanding of spoken words, syllables and sounds CC.1.1.K.D Develop beginning phonics and word skills CC.1.2.K.A Retell key ideas of a text CC.1.2.K.B Answer questions about a text CC.1.2.K.C Make connections in a text CC.1.2.K.E Identify the front cover, back cover, and title page of a book CC.1.2.K.F Answer questions about unfamiliar words from a text CC.1.2.K.G Connect illustrations to the written word CC.1.2.K.I Use new vocabulary words CC.1.4.K.B Draw about a specific topic CC.1.4.K.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling CC.1.5.K.A Participate in conversations CC.1.5.K.B Ask and answer questions about key details in a text CC.1.5.K.C Ask and answer questions in order to seek help CC.1.5.K.D Share stories about familiar experiences CC.1.5.K.E Speak audibly and express thoughts / feelings and ideas clearly CC.1.4.K.M Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events</p>	<p><u>Speaking-</u></p> <ul style="list-style-type: none"> Ask/Answer Questions Oral Reseponses Repeat Talk about daily events Able to describe the concept of good luck Able to describe different types of adventures <p><u>Reading</u></p> <ul style="list-style-type: none"> Recognize name Letter/ Sound recognition Match Sort Classify Sight Word Recognition Read words and phrases with visual cues and commands Learn names of breakfast foods Learn names of dinner foods Identifying opposites Beginning and ending blends Identify household items Recognize traits of Antarctic Understand temperature vocabulary Identify things in the sky Identify short vowel sounds 	<p>Introduction</p> <ul style="list-style-type: none"> Calendar Days of the Week Months of the year Seasons Numbers Shapes Colors Manners Alphabet Song <p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work</p>	<p><u>Formative Assessment Checklist</u> <u>Oral Assessment Journal</u> <u>Drawings</u> <u>Total Physical Response</u> <u>Thumbs up/Thumbs down</u> <u>Summative Series</u> <u>Assessment</u></p>	<p>Week 1- “What adventures can you have everyday?” 5 days Week 2- “What adventures can you have an a lucky day?” 8 days Week 3- “What adventures can animals have?” 8 days Week 4- “What kind of adventures can a child have?” 8 days Week 5- “What is it like in Antarctic?” 8 days Week 6- “What are some city adventures?” 8 days</p>
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<p>Write a story to go with a picture or event</p>	<p>Academic Standard(s)</p> <p>English Language Development</p> <p>16.1.K,L,R,S,W Communicate information, ideas and concepts necessary for academic success for social and instructional purposes</p> <p>16.2.K,L,R,S,W Communicate information, ideas and concepts necessary for academic success in the content of language arts</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> • Name Writing • Drawing • Labeling • Representation of a story with drawings/words/Phrases • Capitalization • Depict a picture of an adventure • Use temperature words to depict a picture of the Arctic • Depict a picture of a city adventure <p><u>Listening</u></p> <ul style="list-style-type: none"> • Follow simple oral commands and visual clues • Follow oral directions • Follow sequential commands 			
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