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# **Advanced K-2 ESL Curriculum**

**Curriculum Guide**

**Scranton School District**

**Scranton, PA**



Scranton School District  
Curriculum Guide

**Course Title Here**

**Prerequisite:** Intermediate K-2<sup>nd</sup> ESL

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. Second grade students will be able to participate in discussions about academic content, use higher order language to describe or persuade, write narratives and expository text and use vocabulary with more accuracy and correctness. Students will listen, point, illustrate, match, choose, name, list, group, categorize, label and demonstrate.

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 skill and grammar skills.

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Year-at-a-glance

<b>Subject: ESL</b>	<b>Grade Level: Second Grade</b>	<b>Date Completed:</b>

**1<sup>st</sup> Quarter**

Topic	Resources	CCSS
Exploring different communities	Pearson Language Central TE 22-27	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.I, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.J, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Exploring Space	Pearson Language Central TE 28-33	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.I, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.J, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Exploring Nature	Pearson Language Central TE 34-39	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.I, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.J, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Preparing to Explore	Pearson Language Central TE 40-45	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.I, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.J, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Answers to Exploration	Pearson Language Central TE 46-53	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.I, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.J, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G

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Helping People in Danger	Pearson Language Central TE 54-59	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
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**2<sup>nd</sup> Quarter**

Topic	Resources	CCSS
Changing history	Pearson Language Central TE 60-65	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Meeting Needs	Pearson Language Central TE 66-71	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Working Together	Pearson Language Central TE 72-77	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Problem Solving	Pearson Language Central TE 78-83	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Creative Ideas	Pearson Language Central TE 84-91	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G

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**3<sup>rd</sup> Quarter**

Topic	Resources	CCSS
Creative Communication	Pearson Language Central TE 92-97	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Creative Problem Solving	Pearson Language Central TE 98-103	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Creative ideas lead to a surprise	Pearson Language Central TE 104-109	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Developing Creative Ideas	Pearson Language Central TE 110-115	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Life Changes	Pearson Language Central TE 116-123	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Plant Changes	Pearson Language Central TE 124-129	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G

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**4<sup>th</sup> Quarter**

Topic	Resources	CCSS
Changes underground	Pearson Language Central TE 130-135	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Difficult Changes	Pearson Language Central TE 136-141	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Changes in the weather	Pearson Language Central TE 142-147	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Dong a good job	Pearson Language Central TE 148-155	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Being a responsible community member	Pearson Language Central TE 156-161	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G
Being a responsible animal owner	Pearson Language Central TE 162-167	CC.1.1.2.D, CC.1.1.2.E, CC.1.2.2.A, CC.1.2.2.B, CC.1.2.2.C, CC.1.2.2.F, CC.1.2.2.I, CC.1.2.2.J, CC.1.2.2.K, CC.1.2.2.L, CC.1.3.2.A, CC.1.3.2.B, CC.1.3.2.E, CC.1.3.2.G, CC.1.3.2.I, CC.1.3.2.K, CC.1.4.2.C, CC.1.4.2.E, CC.1.4.2.Q, CC.1.4.2.F, CC.1.4.2.L, CC.1.4.2.R, CC.1.4.2.H, CC.1.4.2.I, CC.1.4.2.K, CC.1.4.2.M, CC.1.4.2.N, CC.1.4.2.O, CC.1.4.2.P, CC.1.4.2.T, CC.1.4.2.W, CC.1.5.2.A, CC.1.5.2.B, CC.1.5.2.C, CC.1.5.2.D, CC.1.5.2.E, CC.1.5.2.F, CC.1.5.2.G













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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Unit 3- Being Creative</b></p>                       <b>Unit 4- Things that change vs stay the same</b>	<p><b>CC.1.4.2.A</b> Write informative/explanatory text to examine a topic <b>CC.1.4.2.B</b> Identify and introduce the topic <b>CC.1.4.2.C</b> Develop the topic with facts or definitions <b>CC.1.4.2.F/CC.1.4.2.Q</b> Choose words and phrases for effect <b>CC.1.4.2.R/CC.1.4.2.L/CC.1.4.2.R</b> Demonstrate a command of the conventions of the standard English grammar, usage, capitalization, punctuation and spelling <b>CC.1.4.2.H</b> Identify the topic and state an opinion <b>CC.1.4.2.J</b> Support the opinion with details <b>CC.1.4.2.K</b> Use a variety of words and phrases <b>CC.1.4.2.M</b> Write narratives to develop a real or imagined experiences or events <b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters <b>CC.1.4.2.O</b> Include thoughts and feelings to describe experiences and events <b>CC.1.4.2.P</b> Organize sequence of events using temporal words to signal order <b>CC.1.4.2.T</b> With support focus on a topic and strengthen writing by planning, revising and editing <b>CC.1.4.2.W</b> Recall information from experiences or gather information from provided sources to answer a question <b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults <b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally <b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding <b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and coherent sentences <b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task <b>CC.1.5.2.F</b> Add drawings or visuals to present when clarifying ideas, thoughts, and feelings <b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking, based on grade 2 level and content</p> <p><b>Academic Standard(s)</b></p> <p><b>English Language Development</b></p> <p><b>16.1.2-3.L.R.S.W</b> Communicate in English for social and instructional purposes within the school setting</p> <p><b>16.2.2-3.L.R.S.W</b> Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>	<p><u>Writing</u></p> <ul style="list-style-type: none"> <li>Name Writing</li> <li>Drawing</li> <li>Labeling</li> <li>Representation of a story with drawings/words/ Phrases</li> <li>Write a sentence with capitalization</li> <li>Write a complete sentence with adjectives</li> <li>Using a graphic organizer</li> <li>Write a story with a beginning, middle and end (with transition words)</li> <li>Write sentence with nouns</li> <li>Write with proper nouns</li> <li>Write about changes in history</li> <li>Write with helping verbs</li> <li>Write with nouns and verbs</li> <li>Write about a creative way to solve a problem</li> <li>Write examples of cause and effect</li> <li>Write sentences comparing and contrasting text</li> <li>Write sentences with adjectives</li> <li>Write about how seeds develop into a plant</li> </ul> <p><u>Listening</u></p> <ul style="list-style-type: none"> <li>Follow simple oral commands and visual clues</li> <li>Follow oral directions</li> <li>Follow sequential directions</li> <li>Follow along with a short story</li> <li>Listen to a story with characters, plot and setting</li> <li>Students will listen to story about how people help each other in dangerous situations</li> <li>Students will listen to a story about rebuilding a city</li> <li>Listen to language models</li> <li>Listen to chants and songs to learn words and sentences</li> <li>Listen to ways people creatively communicate</li> <li>Listen to cause and effect relationships</li> <li>Listen to stories about surprises</li> <li>Listen to stories in past and present tense</li> <li>Listen to stories about life changes</li> </ul>	<p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks Use mime and gestures for meaning Role play to practice new language Use psychomotor skills for understanding Use visual and auditory clues</p>	<p><u>Formative Assessment Checklist</u> Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series</u> Assessment</p>	<p>Week 2- “In what creative ways do we communicate?” 8 days Week 3- “How can creative thinking solve a problem?” 8 days Week 4- “When does a creative idea lead to a surprise?” 8 days Week 5- “Where do creative ideas come from?” 8 days Unit 4- Week 1- “How can familiar things help us with changes?” 5 days Week 2- “How do plants change over time?” 8 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Unit 4- Things that change vs stay the same</b></p>	<p>CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words CC.1.1.2.E Read with accuracy and fluency to support comprehension CC.1.2.2.A Identify the main idea of the text CC.1.2.2.B Ask and answer who, what, where, when and why questions CC.1.2.2.C Describe the connection between a series of events CC.1.2.1.F Determine the meaning of words and phrases as they are used in grade level texts CC.1.2.2.I Compare and contrast the most important points in a text CC.1.2.2.J Acquire and use grade level appropriate conversational, general academic, and domain-specific words and phrases CC.1.2.2.K Determine or clarify the meaning of unknown words CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level CC.1.3.2.A Recount stories and determine their message CC.1.3.2.B Ask and answer the 5W questions CC.1.3.2.E Describe the overall structure of a story CC.1.3.2.G Use information from illustrations and words to demonstrate understanding of characters, setting or plot CC.1.3.2.I Determine or clarify the meaning of unknown words CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently</p>	<p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>Ask/Answer Questions</li> <li>Oral Responses</li> <li>Repeat</li> <li>Comparing and contrasting</li> <li>Summarize a short story</li> <li>Tell a story about what animals do underground</li> <li>Discuss responsibilities</li> <li>Discuss how to be a responsible member of the community</li> <li>Describe how to be a responsible pet owner</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>Recognize name</li> <li>Letter/ Sound recognition</li> <li>Match</li> <li>Sort</li> <li>Classify / Categorize</li> <li>Sight Word Recognition</li> <li>Read words and phrases with visual cues</li> <li>Household vocabulary</li> <li>Adjectives</li> <li>Identify story elements</li> <li>Identify singular and plural nouns</li> <li>Vocabulary associated with emergency situations</li> <li>Vocabulary about rebuilding after a storm</li> <li>Identify Author's Purpose</li> <li>Vocabulary associated with animals that live underground</li> <li>Vocabulary associated with change</li> <li>Identify story elements</li> <li>Identify Main Idea and Details</li> <li>Vocabulary associated with donating goods</li> <li>Identify the plot and theme in a story</li> <li>Retell a story</li> </ul>	<p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks Use mime and gestures for meaning Role play to practice new language Use psychomotor skills for understanding Use visual and auditory clues</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 4- Week 3- "What changes occur under the ground?" 8 days Week 4- "Why are some changes difficult?" 8 days Week 5- "How do changes in weather affect us?" 8 days Unit 5- Week 1- "Why should we be responsible for doing a good job?" 5 days Week 2- "How can we be responsible community members?" 8 days Week 3- "How can we be responsible animal owners?"</p>
<p><b>Unit 5- Being Responsible</b></p>					

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Unit 4- Things that change vs stay the same</b></p> <p><b>Unit 5- Being Responsible</b></p>	<p><b>CC.1.4.2.A</b> Write informative/explanatory text to examine a topic</p> <p><b>CC.1.4.2.B</b> Identify and introduce the topic</p> <p><b>CC.1.4.2.C</b> Develop the topic with facts or definitions</p> <p><b>CC.1.4.2.F/CC.1.4.2.L/CC.1.4.2.R</b> Choose words and phrases for effect</p> <p><b>CC.1.4.2.N</b> Demonstrate a command of the conventions of the standard English grammar, usage, capitalization, punctuation and spelling</p> <p><b>CC.1.4.2.M</b> Identify the topic and state an opinion</p> <p><b>CC.1.4.2.J</b> Support the opinion with details</p> <p><b>CC.1.4.2.K</b> Use a variety of words and phrases</p> <p><b>CC.1.4.2.M</b> Write narratives to develop a real or imagined experiences or events</p> <p><b>CC.1.4.2.N</b> Establish a situation and introduce a narrator and/or characters</p> <p><b>CC.1.4.2.O</b> Include thoughts and feelings to describe experiences and events</p> <p><b>CC.1.4.2.P</b> Organize sequence of events using temporal words to signal order</p> <p><b>CC.1.4.2.T</b> With support focus on a topic and strengthen writing by planning, revising and editing</p> <p><b>CC.1.4.2.W</b> Recall information from experiences or gather information from provided sources to answer a question</p> <p><b>CC.1.5.2.A</b> Participate in collaborative conversations with peers and adults</p> <p><b>CC.1.5.2.B</b> Recount or describe key ideas or details from a text read aloud or information presented orally</p> <p><b>CC.1.5.2.C</b> Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding</p> <p><b>CC.1.5.2.D</b> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and coherent sentences</p> <p><b>CC.1.5.2.E</b> Produce complete sentences when appropriate to task</p> <p><b>CC.1.5.2.F</b> Add drawings or visuals to present when clarifying ideas, thoughts, and feelings</p> <p><b>CC.1.5.2.G</b> Demonstrate command of the conventions of standard English when speaking, based on grade 2 level and content</p> <p><b>Academic Standard(s)</b></p> <p><b>English Language Development</b></p> <p>16.1.2-3.1.R,S,W Communicate in English for social and instructional purposes within the school setting</p> <p>16.2.2-3.1.R,S,W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Name Writing</li> <li>Drawing</li> <li>Labeling</li> <li>Representation of a story with drawings/words/ Phrases</li> <li>Write a sentence with capitalization</li> <li>Write a complete sentence with adjectives</li> <li>Using a graphic organizer</li> <li>Write a story with a beginning, middle and end (with transition words)</li> <li>Write with and identify nouns in a sentence</li> <li>Write about how seeds develop into a plant</li> <li>Write with and identify location words</li> <li>Write with and identify action words</li> <li>Write with and identify adverbs</li> <li>Write with and identify pronouns</li> <li>Write a story with sequencing words</li> <li>Write and identify singular and plural nouns</li> <li>Write and identify personal pronouns</li> </ul> <p><b>Listening</b></p> <ul style="list-style-type: none"> <li>Follow simple oral commands and visual clues</li> <li>Follow oral directions</li> <li>Follow sequential directions</li> <li>Follow along with a short story</li> <li>Listen to a story with characters, plot and setting</li> <li>Students will listen to story about how people help each other in dangerous situations</li> <li>Students will listen to a story about rebuilding a city</li> <li>Listen to language models</li> <li>Listen to chants and songs to learn words and sentences</li> <li>Depict a graphic source</li> <li>Write with adjectives that compare</li> <li>Listen to a story about change</li> <li>Listen to stories about how to help in a community</li> <li>Listen to stories about how to take care of animals and be a responsible pet owner</li> </ul>	<p>Approved Text Book</p> <p>Class Discussion</p> <p>Technology Resources</p> <p>Guided Reading</p> <p>Teacher Modeling Scaffolding</p> <p>Small Group Work</p> <p>Pearson Language Central</p> <p>Textbooks and Workbooks</p> <p>Use mime and gestures for meaning</p> <p>Role play to practice new language</p> <p>Use psychomotor skills for understanding</p> <p>Use visual and auditory clues</p>	<p><u>Formative Assessment</u></p> <p>Checklist</p> <p>Oral Assessment</p> <p>Journal</p> <p>Drawings</p> <p><u>Total Physical Response</u></p> <p>Thumbs up/Thumbs down</p> <p><u>Summative Series</u></p> <p>Assessment</p>	<p>Unit 4- Week 3- “What changes occur under the ground?” 8 days</p> <p>Week 4- “Why are some changes difficult?” 8 days</p> <p>Week 5- “How do changes in weather affect us?” 8 days</p> <p>Unit 5- Week 1- “Why should we be responsible for doing a good job?” 5 days</p> <p>Week 2- “How can we be responsible community members?” 8 days</p> <p>Week 3- “How can we be responsible animal owners?”</p>