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# Intermediate K-2 ESL Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District  
Curriculum Guide

**Course Title Here**

**Prerequisite:** Beginning 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. The students will understand more details spoken in English, use longer sentences and phrases with better grammar, write for a variety of purposes using models and can read independently after oral previews. 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 skills and grammar skills.

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Year-at-a-glance

<b>Subject: ESL</b>	<b>Grade Level: First Grade</b>	<b>Date Completed:</b>
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**1<sup>st</sup> Quarter**

<b>Topic</b>	<b>Resources</b>	<b>CCSS</b>
Homes and Families	Pearson Language Central TE R6-R17	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Nature	Pearson Language Central TE R18-R23	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Neighborhood	Pearson Language Central TE R24-R29	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
School	Pearson Language Central TE R30-R41	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Pets	Pearson Language Central TE24- TE35	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Service Animals	Pearson Language Central TE36- TE41	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Wild Animals	Pearson Language Central TE42-TE47	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

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**2<sup>nd</sup> Quarter**

Topic	Resources	CCSS
Animals in our neighborhood	Pearson Language Central TE48-TE53	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Watching Animals	Pearson Language Central TE54-TE59	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Families	Pearson Language Central TE62-TE67	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
School	Pearson Language Central TE68-TE73	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Community Workers	Pearson Language Central TE74-TE79	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

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

Topic	Resources	CCSS
Animal Communities	Pearson Language Central TE80-TE85	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Plant and animal communities	Pearson Language Central TE86- TE91	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Insect Communities	Pearson Language Central TE92- TE97	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Changing places	Pearson Language Central TE100-TE105	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
People Changing	Pearson Language Central TE106-TE111	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Exciting Changes	Pearson Language Central TE112-TE117	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

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

Topic	Resources	CCSS
The seasons	Pearson Language Central TE118-TE129	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Animal Changes	Pearson Language Central TE130-TE135	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Surprising Treasures	Pearson Language Central TE138-TE143	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Making Treasures	Pearson Language Central TE144-TE149	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G
Our Country's Treasures	Pearson Language Central TE150-TE155	CC.1.1.1.B, CC.1.1.1.C, CC.1.1.1.D, CC.1.1.1.E, CC.1.2.1.B, CC.1.2.1.G, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.2.G, CC.1.4.1.F, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.M, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.F, CC.1.5.1.G

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>General Topic</b> <b>Unit R-</b> Review and Readiness Unit Home Families</p> <p><b>Unit 1-</b> Animals, Tame and Wild</p>	<p><b>CC.1.1.1.B</b> Demonstrate an understanding of the organization and basic features of print</p> <p><b>CC.1.1.1.C</b> Demonstrate understanding of spoken words, syllables and sounds</p> <p><b>CC.1.1.1.D</b> Know and apply grade-level phonics and word analysis skills in decoding words</p> <p><b>CC.1.1.1.E</b> Read with accuracy and fluency to support comprehension</p> <p><b>CC.1.2.1.B</b> Ask and answer questions about key details in a text</p> <p><b>CC.1.2.1.G</b> Use the illustrations and details in a text to describe its key ideas</p> <p><b>CC.1.3.1.A</b> Retell stories including key details</p> <p><b>CC.1.3.1.B</b> Ask and answer questions about key details in a text</p> <p><b>CC.1.3.1.C</b> Describe characters, settings, and major events in a story using key details</p> <p><b>CC.1.3.2.G</b> Use illustrations and details in a story to describe characters, setting, or events</p>	<p><u>Speaking</u></p> <ul style="list-style-type: none"> <li>• Ask/Answer Questions</li> <li>• Oral Reseponses</li> <li>• Repeat</li> <li>• Talk about feelings</li> <li>• Talk about friendships</li> <li>• Retell a fantasy story and a story that is realistic fiction</li> <li>• Discuss how to take care of animals</li> <li>• Discuss how animals help people</li> <li>• Discuss who helps sick animals</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</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>• Family Vocabulary</li> <li>• Vocabulary associated with nature</li> <li>• Identify the beginning, middle and end of a story</li> <li>• Identify verbs</li> <li>• Understanding friendship</li> <li>• Understanding Real versus Fantasy</li> <li>• Classroom Vocabulary</li> <li>• Neighborhood Vocabulary</li> <li>• Vocabulary associated with a pets needs</li> <li>• Identify characters and setting in a story</li> <li>• Vocabulary associated with veterinarians</li> <li>• Vocabulary associated with rescue animals</li> </ul>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Calendar</li> <li>• Days of the Week</li> <li>• Months of the year</li> <li>• Seasons</li> <li>• Holiday’s</li> <li>• Numbers</li> <li>• Shapes</li> <li>• Colors</li> <li>• Manners</li> <li>• Alphabet Song</li> </ul> <p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks</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 R- Week 1- “What is around us at home?” 4 days Week 2- “Who is in our family?” 4 days Week 3- “What is outside our door?” 4 days Week 4- “What can we do with our neighborhood friends?” 4 days Week 5- “What is around us at school?” 4 days Week 6- “What can we see around our neighborhood?” 4 days Unit 1- Week 1- “What do pets need?” 6 days Week 2- “Who helps animals?” 6 days Week 3- “How animals help people?” 6 days Week 4- “How can we help wild animals?” 6 days</p>

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p><b>Unit R-</b> Review and Readiness Unit Home Families</p> <p><b>Unit 1-</b> Animals, Tame and Wild</p>	<p><b>Academic Standard(s)</b></p> <p><b>CC.1.4.1.F</b> Demonstrate a grade appropriate command of the conventions of standard English, grammar, punctuation, usage, capitalization, punctuation, and spelling</p> <p><b>CC.1.4.1.K</b> Use a variety of words and phrases</p> <p><b>CC.1.4.1.L</b> Use end punctuation, spell words drawing on phonemic awareness</p> <p><b>CC.1.4.1.M</b> Write narratives to develop real or imagined experiences or invents</p> <p><b>CC.1.4.1.O</b> Include thoughts and feelings to describe thoughts, feelings and events</p> <p><b>CC.1.4.1.P</b> Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure</p> <p><b>CC.1.4.1.Q</b> Use a variety of words and phrases</p> <p><b>CC.1.4.1.R</b> Spell words drawing on spelling conventions</p> <p><b>CC.1.5.1.A</b> Participate in collaborative conversations</p> <p><b>CC.1.5.1.B</b> Ask and answer questions to confirm an understanding of a text</p> <p><b>CC.1.5.1.C</b> Ask and answer questions to gain understanding</p> <p><b>CC.1.5.1.D</b> Describe People places and things, express ideas and feelings clearly</p> <p><b>CC.1.5.1.E</b> Produce complete sentences appropriate to task</p> <p><b>CC.1.5.1.F</b> Add drawings when sharing aloud to clarify ideas</p> <p><b>CC.1.5.1.G</b> Demonstrate command of the conventions of standard English when speaking based on grade level and content</p> <p><b>Academic Standard(s)</b></p> <p><b>English Language Development</b></p> <p><b>16.1.1.L,R,S,W</b> Communicate information, ideas and concepts necessary for social and instructional purposes</p> <p><b>16.2.1.L,R,S,W</b> Communicate information, ideas and concepts necessary for social and instructional purposes</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>Depict a picture of family members</li> <li>Write about the beginning, middle and end of a story</li> <li>Write a sentence using a verb correctly</li> <li>Write a complete sentence about a need</li> <li>Write a sentence comparing and contrasting</li> <li>Write a sentence with a complete subject</li> <li>Write a sentence using describing words</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>Students will listen to information about their homes and families</li> <li>Students will listen to factual information about</li> </ul>	<p>Introduction</p> <ul style="list-style-type: none"> <li>Calendar</li> <li>Days of the Week</li> <li>Months of the year</li> <li>Seasons</li> <li>Holiday's</li> <li>Numbers</li> <li>Shapes</li> <li>Colors</li> <li>Manners</li> <li>Alphabet Song</li> </ul> <p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks</p>	<p><b>Formative Assessment</b> <b>Checklist</b> <b>Oral Assessment</b> <b>Journal</b> <b>Drawings</b> <b>Total Physical Response</b> <b>Thumbs up/Thumbs down</b> <b>Summative Series Assessment</b></p>	<p>Unit R- Week 1- "What is around us at home?" 4 days Week 2- "Who is in our family?" 4 days Week 3- "What is outside our door?" 4 days Week 4- "What can we do with our neighborhood friends?" 4 days Week 5- "What is around us at school?" 4 days Week 6- "What can we see around our neighborhood?" 4 days Unit 1- Week 1- "What do pets need?" 6 days Week 2- "Who helps animals?" 6 days Week 3- "How animals help people?" 6 days Week 4- "How can we help wild animals?" 6 days</p>



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<p><b>Unit 1-</b> Animals, Tame and Wild</p>	<p><b>CC.1.1.1.B</b> Demonstrate an understanding of the organization and basic features of print <b>CC.1.1.1.C</b> Demonstrate understanding of spoken words, syllables and sounds <b>CC.1.1.1.D</b> Know and apply grade-level phonics and word analysis skills in decoding words <b>CC.1.1.1.E</b> Read with accuracy and fluency to support comprehension</p>	<p><b>Speaking--</b></p> <ul style="list-style-type: none"> <li>• Ask/Answer Questions</li> <li>• Oral Reseponses</li> <li>• Repeat</li> <li>• Retell a story in chronological order</li> <li>• Talk about animals in their natural habitat</li> <li>• Form a question with a question word</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Recognize name</li> <li>• Letter/ Sound recognition</li> <li>• Match</li> <li>• Sort</li> <li>• Classify</li> <li>• Sight Word Recognition</li> <li>• Read words and phrases with visual cues</li> <li>• Wild Animal Vocabulary</li> <li>• Recognize the main idea and details of the story</li> <li>• Children will learn about observing animals in the wild</li> <li>• Identify cause and effect relationship</li> <li>• Use helping verbs</li> <li>• Community helper vocabulary</li> <li>• Identify Author’s Purpose</li> <li>• Use of special titles</li> </ul>	<p>Introduction</p> <ul style="list-style-type: none"> <li>• Calendar</li> <li>• Days of the Week</li> <li>• Months of the year</li> <li>• Seasons</li> <li>• Holiday’s</li> <li>• Numbers</li> <li>• Shapes</li> <li>• Colors</li> <li>• Manners</li> <li>• Alphabet Song</li> </ul> <p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks</p>	<p><u>Formative Assessment Checklist</u> Oral Assessment Journal Drawings <u>Total Physical Response</u> Thumbs up/Thumbs down <u>Summative Series Assessment</u></p>	<p>Unit 1- Week 5- “Which wild animals live in our neighborhood?” 8 days Week 6- “What can we learn by watching wild animals?” 8 days Unit 2- Week 1- “What does a family do together?” 6 days Week 2- “How is a school a community?” 8 days Week 3- “Who works to make our community a nice place?” 8 days Week-4 “How do animal communities work together to survive?” 8 days</p>
<p><b>Unit 2-</b> People In Communities</p>	<p><b>CC.1.2.1.B</b> Ask and answer questions about key details in a text <b>CC.1.2.1.G</b> Use the illustrations and details in a text to describe its key ideas <b>CC.1.3.1.A</b> Retell stories including key details <b>CC.1.3.1.B</b> Ask and answer questions about key details in a text <b>CC.1.3.1.C</b> Describe characters, settings, and major events in a story using key details <b>CC.1.3.2.G</b> Use illustrations and details in a story to describe characters, setting, or events</p>	<p>(Continued from Unit 1)</p>	<p>(Continued from Unit 1)</p>	<p>(Continued from Unit 1)</p>	<p>(Continued from Unit 1)</p>

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<b>General Topic</b>	<b>Academic Standard(s)</b>	<b>Essential Knowledge, Skills &amp; Vocabulary</b>	<b>Resources &amp; Activities</b>	<b>Assessments</b>	<b>Suggested Time</b>
<p><b>Unit 1-</b> Animals, Tame and Wild</p>	<p><b>CC.1.4.1.F</b> Demonstrate a grade appropriate command of the conventions of standard English, grammar, punctuation, usage, capitalization, punctuation, and spelling <b>CC.1.4.1.K</b> Use a variety of words and phrases <b>CC.1.4.1.L</b> Use end punctuation, spell words drawing on phonemic awareness <b>CC.1.4.1.M</b> Write narratives to develop real or imagined experiences or events <b>CC.1.4.1.O</b> Include thoughts and feelings to describe thoughts, feelings and events <b>CC.1.4.1.P</b> Recount two or more appropriately sequenced events using temporal words to signal event order and provide some sense of closure <b>CC.1.4.1.Q</b> Use a variety of words and phrases <b>CC.1.4.1.R</b> Spell words drawing on spelling conventions <b>CC.1.5.1.A</b> Participate in collaborative conversations <b>CC.1.5.1.B</b> Ask and answer questions to confirm an understanding of a text <b>CC.1.5.1.C</b> Ask and answer questions to gain understanding <b>CC.1.5.1.D</b> Describe people, places and things, express ideas and feelings clearly <b>CC.1.5.1.E</b> Produce complete sentences appropriate to task <b>CC.1.5.1.F</b> Add drawings when sharing aloud to clarify ideas <b>CC.1.5.1.G</b> Demonstrate command of the conventions of standard English when speaking based on grade level and content</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>Capitalization</li> <li>Write a sentence that is a statement</li> <li>Depict a picture about animals in your neighborhood</li> <li>Write a sentence that is a question</li> <li>Depict a picture of animals in the wild</li> <li>Write a complete sentence and identify the nouns</li> <li>Depict a picture of a family</li> <li>Write a sentence with proper nouns</li> <li>Depict a picture of people in your school community</li> <li>Depict a picture of how community helpers make the community a better place</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>Listen to factual information about animals needs</li> <li>Listen to factual information about animals in their habitats</li> <li>Listen to factual information about community helpers</li> </ul>	<p>Introduction</p> <ul style="list-style-type: none"> <li>Calendar</li> <li>Days of the Week</li> <li>Months of the year</li> <li>Seasons</li> <li>Holiday's</li> <li>Numbers</li> <li>Shapes</li> <li>Colors</li> <li>Manners</li> <li>Alphabet Song</li> </ul> <p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks</p>	<p><b>Formative Assessment</b> Checklist Oral Assessment Journal Drawings <b>Total Physical Response</b> Thumbs up/Thumbs down <b>Summative Series Assessment</b></p>	<p>Unit 1- Week 5- "Which wild animals live in our neighborhood?" 8 days Week 6- "What can we learn by watching wild animals?" 8 days Unit 2- Week 1- "What does a family do together?" 6 days Week 2- "How is a school a community?" 8 days Week 3- "Who works to make our community a nice place?" 8 days Week-4 "How do animal communities work together to survive?" 8 days</p>
<p><b>Unit 2-</b> People In Communities</p>	<p><b>Academic Standard(s)</b></p> <p><b>English Language Development</b></p> <p><b>16.1.1.L,R,S,W</b> Communicate information, ideas and concepts necessary for social and instructional purposes</p> <p><b>16.2.1.L,R,S,W</b> Communicate information, ideas and concepts necessary for social and instructional purposes</p>				





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<p><b>Unit 3-</b> Growing and Changing</p> <p><b>Unit 4-</b> Surprising Treasure</p>	<p><b>CC.1.1.1.B</b> Demonstrate an understanding of the organization and basic features of print</p> <p><b>CC.1.1.1.C</b> Demonstrate understanding of spoken words, syllables and sounds</p> <p><b>CC.1.1.1.D</b> Know and apply grade-level phonics and word analysis skills in decoding words</p> <p><b>CC.1.1.1.E</b> Read with accuracy and fluency to support comprehension</p> <p><b>CC.1.2.1.B</b> Ask and answer questions about key details in a text</p> <p><b>CC.1.2.1.G</b> Use the illustrations and details in a text to describe its key ideas</p> <p><b>CC.1.3.1.A</b> Retell stories including key details</p> <p><b>CC.1.3.1.B</b> Ask and answer questions about key details in a text</p> <p><b>CC.1.3.1.C</b> Describe characters, settings, and major events in a story using key details</p> <p><b>CC.1.3.2.G</b> Use illustrations and details in a story to describe characters, setting, or events</p>	<p><u>Speaking-</u></p> <ul style="list-style-type: none"> <li>• Ask/Answer Questions</li> <li>• Oral Reseponses</li> <li>• Repeat</li> <li>• Discuss changes in weather</li> <li>• Discuss changes in the seasons</li> <li>• Discuss 4<sup>th</sup> of July celebrations</li> <li>• Retell a story with past tense verbs</li> <li>• Discuss how to plant and grow different seeds</li> <li>• Discuss problems and solutions</li> <li>• Retell a story in order (sequence of events)</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>• Read about 4<sup>th</sup> of July celebrations</li> <li>• Vocabulary associated with a home</li> <li>• Identify story elements in the reading</li> <li>• Vocabulary associated with gardening</li> <li>• Vocabulary associated with problems and solutions</li> <li>• Vocabulary associated with mystery's</li> <li>• Identify s a story's main idea and details</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Calendar</li> <li>• Days of the Week</li> <li>• Months of the year</li> <li>• Seasons</li> <li>• Holiday's</li> <li>• Numbers</li> <li>• Shapes</li> <li>• Colors</li> <li>• Manners</li> <li>• Alphabet Song</li> </ul> <p>Approved Text Book Class Discussion Technology Resources Guided Reading Teacher Modeling Scaffolding Small Group Work Pearson Language Central Textbooks and Workbooks</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>Week 4- "How does weather change?" 8 days</p> <p>Week 5- "What happens as the seasons change?" 8 days</p> <p>Week 6- "What do animals do when the season change?" 8 days</p> <p>Unit 4 -</p> <p>Week 1- "How can a surprise be a treasure?" 5 days</p> <p>Week 2- "What treasures can we create?" 8 days</p> <p>Week 3- "What treasures can we find in our country?" 8 days</p>



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