
Beginning 3rd - 5th Grade ESL Curriculum

Curriculum Guide

Scranton School District

Scranton, PA



Scranton School District
Curriculum Guide

Prerequisite: Advanced ESL 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: Third Grade	Date Completed:

1st Quarter

Topic	Resources	CCSS
Trying New Things	Pearson Language Central TE 24-29	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.J, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Trading with One Another	Pearson Language Central TE 30-35	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.J, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Achieving Goals	Pearson Language Central TE 36-41	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.J, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Wants and Needs	Pearson Language Central TE 42-47	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.J, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Saving and Spending	Pearson Language Central TE 48-53	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.J, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Plant and Animal Structures	Pearson Language Central TE 56-61	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.J, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G

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2nd Quarter

Topic	Resources	CCSS
Good Solutions	Pearson Language Central TE 62-67	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Finding Solutions	Pearson Language Central TE 68-73	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Fair Solutions	Pearson Language Central TE 74-79	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Plant and Animal Adaptations	Pearson Language Central TE 80-85	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Enjoying Nature	Pearson Language Central TE 88-93	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Explaining Nature	Pearson Language Central TE 94-99	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G

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3rd Quarter

Topic	Resources	CCSS
Investigating Nature	Pearson Language Central TE 100-105	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Helping Animals	Pearson Language Central TE 106-111	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Impacting Nature	Pearson Language Central TE 112-117	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Feeling Unique	Pearson Language Central TE 120-125	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Extreme Nature	Pearson Language Central TE 126-131	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Unique Interests	Pearson Language Central TE 132-137	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G

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Topic	Resources	CCSS
Being First	Pearson Language Central TE 138-143	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Unique Animal Behaviors	Pearson Language Central TE 144-149	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Clothing and Culture	Pearson Language Central TE 152-157	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Different Cultures	Pearson Language Central TE 158-163	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Adapting to a New Culture	Pearson Language Central TE 164-169	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G
Foods We Eat	Pearson Language Central TE 170-175	CC.1.2.3.A, CC.1.2.3.B, CC.1.2.3.C, CC.1.2.3.D, CC.1.2.3.F, CC.1.2.3.G, CC.1.2.3.H, CC.1.2.3.I, CC.1.2.3.J, CC.1.3.3.I, CC.1.2.3.L, CC.1.3.3.K, CC.1.3.3.A, CC.1.3.3.A, CC.1.3.3.B, CC.1.3.3.C, CC.1.3.3.D, CC.1.3.3.E, CC.1.3.3.F, CC.1.3.3.G, CC.1.3.3.H, CC.1.4.3.A, CC.1.4.3.B, CC.1.4.3.C, CC.1.4.3.D, CC.1.4.3.J, CC.1.4.3.E, CC.1.4.3.F, CC.1.4.3.L, CC.1.4.3.R, CC.1.4.3.H, CC.1.4.3.I, CC.1.4.3.K, CC.1.4.3.M, CC.1.4.3.O, CC.1.4.3.P, CC.1.4.3.Q, CC.1.4.3.S, CC.1.4.3.T, CC.1.4.3.W, CC.1.5.3.A, CC.1.5.3.B, CC.1.5.3.C, CC.1.5.3.D, CC.1.5.3.E, CC.1.5.3.G

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 1- Making our way in the world</p>	<p>CC.1.4.3.A Write informative, explanatory text to convey information and ideas CC.1.4.3.B Identify and introduce the topic CC.1.4.3.C Develop the topic with facts CC.1.4.3.D/CC.1.4.3.J Create an organized paragraph CC.1.4.3.E Choose words and phrases for effect CC.1.4.3.F/CC.1.4.3.L/ CC.1.4.3.R Demonstrate command of standard English grammar, usage, capitalization and punctuation CC.1.4.3.H Introduce and state an opinion on a topic CC.1.4.3.I Support an opinion CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience CC.1.4.3.M Writes narratives to develop real or imagined experiences or events CC.1.4.3.O Use dialogue and descriptions to develop experiences and events CC.1.4.3.P Use temporal words and phrases to signal event order. CC.1.4.3.Q Choose words and phrases for effect CC.1.4.3.S Use evidence from text to develop a reflection CC.1.4.3.T Plan, revise and edit with support CC.1.4.3.W Sort information into categories CC.1.5.3.A Engage effectively in a range of collaborative discussions CC.1.5.3.B Determine main idea and supporting details CC.1.5.3.C Ask and answer questions CC.1.5.3.D Report on a topic, tell a story, or recount an experience with facts and details CC.1.5.3.E Speak in complete sentences, to provide requested detail or clarification CC.1.5.3.G Demonstrate command of conventions of standard English when speaking</p> <p style="text-align: center;">Academic Standard(s)</p> <p style="text-align: center;">English Language Development</p> <p>16.1.2-3.L,R,S,W Communicate in English for social and instructional purposes within the school setting 16.2.2-3.L,R,S,W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>	<p>Writing</p> <ul style="list-style-type: none"> Write and identify adjectives Write and Identify complete and incomplete sentences Write with identify subjects and predicates in sentences Write and identify interrogative and declarative sentences Write about achieving a goal Write the steps in the process Write with and identify imperative and exclamatory sentences Write about your wants and needs Write and identify simple and compound sentences Write with common and proper nouns <p>Listening</p> <ul style="list-style-type: none"> Listen to stories about trying new things Listen to stories about trading in a marketplace Listen to a story about working towards a goal Listen to stories about wants and needs Listen to stories about saving and spending Listen to stories about plant and animal structures 	<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 1- Week 1- “What can learn by trying new things?” 5 days Week 2- “What do we learn by trading with one another?” 8 days Week 3- “How do we get what we want and need?” 8 days Week 4- “How do we get what we want and need?” 8 days Week 5- “What do we need to know about saving and spending?” 8 days Unit 2- Week 1- “What plant and animal structures help solve problems?” 8 days</p>
<p>Unit 2- Solving Problems</p>	<p>CC.1.4.3.A Write informative, explanatory text to convey information and ideas CC.1.4.3.B Identify and introduce the topic CC.1.4.3.C Develop the topic with facts CC.1.4.3.D/CC.1.4.3.J Create an organized paragraph CC.1.4.3.E Choose words and phrases for effect CC.1.4.3.F/CC.1.4.3.L/ CC.1.4.3.R Demonstrate command of standard English grammar, usage, capitalization and punctuation CC.1.4.3.H Introduce and state an opinion on a topic CC.1.4.3.I Support an opinion CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience CC.1.4.3.M Writes narratives to develop real or imagined experiences or events CC.1.4.3.O Use dialogue and descriptions to develop experiences and events CC.1.4.3.P Use temporal words and phrases to signal event order. CC.1.4.3.Q Choose words and phrases for effect CC.1.4.3.S Use evidence from text to develop a reflection CC.1.4.3.T Plan, revise and edit with support CC.1.4.3.W Sort information into categories CC.1.5.3.A Engage effectively in a range of collaborative discussions CC.1.5.3.B Determine main idea and supporting details CC.1.5.3.C Ask and answer questions CC.1.5.3.D Report on a topic, tell a story, or recount an experience with facts and details CC.1.5.3.E Speak in complete sentences, to provide requested detail or clarification CC.1.5.3.G Demonstrate command of conventions of standard English when speaking</p> <p style="text-align: center;">Academic Standard(s)</p> <p style="text-align: center;">English Language Development</p> <p>16.1.2-3.L,R,S,W Communicate in English for social and instructional purposes within the school setting 16.2.2-3.L,R,S,W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>	<p>Writing</p> <ul style="list-style-type: none"> Write and identify adjectives Write and Identify complete and incomplete sentences Write with identify subjects and predicates in sentences Write and identify interrogative and declarative sentences Write about achieving a goal Write the steps in the process Write with and identify imperative and exclamatory sentences Write about your wants and needs Write and identify simple and compound sentences Write with common and proper nouns <p>Listening</p> <ul style="list-style-type: none"> Listen to stories about trying new things Listen to stories about trading in a marketplace Listen to a story about working towards a goal Listen to stories about wants and needs Listen to stories about saving and spending Listen to stories about plant and animal structures 	<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 1- Week 1- “What can learn by trying new things?” 5 days Week 2- “What do we learn by trading with one another?” 8 days Week 3- “How do we get what we want and need?” 8 days Week 4- “How do we get what we want and need?” 8 days Week 5- “What do we need to know about saving and spending?” 8 days Unit 2- Week 1- “What plant and animal structures help solve problems?” 8 days</p>

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<p>Unit 2- Solving Problems</p>	<p>CC.1.4.3.A Write informative, explanatory text to convey information and ideas CC.1.4.3.B Identify and introduce the topic CC.1.4.3.C Develop the topic with facts CC.1.4.3.D/CC.1.4.3.J Create an organized paragraph CC.1.4.3.E Choose words and phrases for effect CC.1.4.3.F/CC.1.4.3.L/ CC.1.4.3.R Demonstrate command of standard English grammar, usage, capitalization and punctuation CC.1.4.3.H Introduce and state an opinion on a topic CC.1.4.3.I Support an opinion CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience CC.1.4.3.M Writes narratives to develop real or imagined experiences or events CC.1.4.3.O Use dialogue and descriptions to develop experiences and events CC.1.4.3.P Use temporal words and phrases to signal event order. CC.1.4.3.Q Choose words and phrases for effect CC.1.4.3.S Use evidence from text to develop a reflection CC.1.4.3.T Plan, revise and edit with support CC.1.4.3.W Sort information into categories CC.1.5.3.A Engage effectively in a range of collaborative discussions CC.1.5.3.B Determine main idea and supporting details CC.1.5.3.C Ask and answer questions CC.1.5.3.D Report on a topic, tell a story, or recount an experience with facts and details CC.1.5.3.E Speak in complete sentences, to provide requested detail or clarification CC.1.5.3.G Demonstrate command of conventions of standard English when speaking</p>	<p>Writing</p> <ul style="list-style-type: none"> Write with and identify singular and plural nouns Write with and identify irregular plural nouns Write with and identify singular possessive nouns Write with and identify plural possessive nouns Write with and identify action and linking verbs Write sentences that compare and contrast Write sentences that show cause and effect relationships Write with and identify main and helping verbs <p>Listening</p> <ul style="list-style-type: none"> Listen to stories about problem solving Listen to stories about finding solutions Listen to stories about developing fair solutions Listen to stories about animal adaptations Listen to stories about nature Listen to stories about explaining nature 	<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 2- Week 2- “How do you know if a solution is a good solution?” 8 days Week 3- “When is it time to find a solution?” 8 days Week 4- “What can we do to make sure solutions are fair?” 8 days Week 5- “How have plant and animals adapted to solve problems?” 8 days Unit 3- Week 1- “How can we enjoy nature?” 5 days Week 2- “How do people explain things in nature?” 8 days</p>
<p>Unit 3- Nature</p>	<p>Academic Standard(s)</p> <p>English Language Development</p> <p>16.1.2-3.L,R,S,W Communicate in English for social and instructional purposes within the school setting 16.2.2-3.L,R,S,W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>				

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
<p>Unit 3- Nature</p>	<p>CC.1.4.3.A Write informative, explanatory text to convey information and ideas CC.1.4.3.B Identify and introduce the topic CC.1.4.3.C Develop the topic with facts CC.1.4.3.D/CC.1.4.3.J Create an organized paragraph CC.1.4.3.E Choose words and phrases for effect CC.1.4.3.F/CC.1.4.3.L/ CC.1.4.3.R Demonstrate command of standard English grammar, usage, capitalization and punctuation CC.1.4.3.H Introduce and state an opinion on a topic CC.1.4.3.I Support an opinion CC.1.4.3.K Use a variety of words and sentence types to appeal to the audience CC.1.4.3.M Writes narratives to develop real or imagined experiences or events CC.1.4.3.O Use dialogue and descriptions to develop experiences and events CC.1.4.3.P Use temporal words and phrases to signal event order. CC.1.4.3.Q Choose words and phrases for effect CC.1.4.3.S Use evidence from text to develop a reflection CC.1.4.3.T Plan, revise and edit with support CC.1.4.3.W Sort information into categories CC.1.5.3.A- Engage effectively in a range of collaborative discussions CC.1.5.3.B- Determine main idea and supporting details CC.1.5.3.C- Ask and answer questions CC.1.5.3.D- Report on a topic, tell a story, or recount an experience with facts and details CC.1.5.3.E- Speak in complete sentences, to provide requested detail or clarification CC.1.5.3.G- Demonstrate command of conventions of standard English when speaking</p>	<p>Writing-</p> <ul style="list-style-type: none"> Write sentences with subject verb agreement Write with and identify present, past and future tense Write with and identify irregular verbs Write with and identify singular and plural nouns Write and identify singular an plural subject and object pronouns Write with and identify possessive nouns <p>Listening-</p> <ul style="list-style-type: none"> Listen to stories about space Listen to stories about beached whales Listen to and identify ways a person can impact nature by conserving water Listen to a story about the Wright brothers Listen to stories about record holders in nature Listen to stories about unique interests people have 	<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>Week 3- “What can we learn about nature from investigating?” 8 days Week 4- “How can people animals in danger?” 8 days Week 5- “How do people impact nature?” 8 days Unit 4- “What does it mean to be unique?” Week 1- “How does it feel to be unique?” 5 days Week 2- “What makes nature’s record holders unique?” 8 days Week 3- “Why is it valuable to have unique interests?” 8 days</p>
<p>Unit 4- Being Unique</p>	<p>Academic Standard(s)</p> <p>English Language Development</p> <p>16.1.2-3.L,R,S,W Communicate in English for social and instructional purposes within the school setting 16.2.2-3.L,R,S,W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>				

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<p>Unit 4- Being Unique</p> <p>Unit 5- Diversity</p>	<p>CC.1.2.3.A- Determine main idea and recount key details CC.1.2.3.B Ask and answer questions about a text CC.1.2.3.C Explain how a series of events, concepts or steps in a procedure is connected within a text CC.1.2.3.D Explain the point of view of the author CC.1.2.3.F Determine the meanings of words and phrases as they are used in grade level texts CC.1.2.3.G Use information gained from text to demonstrate understanding CC.1.2.3.H Describe how an author connects sentences and paragraphs in a text to support particular points CC.1.2.3.I Compare and contrast important and details presented into text on the same topic CC.1.2.3.J/CC.1.3.3.J Acquire and use conversational, general academic words and phrases CC.1.2.3.K/CC.1.3.3.I Determine or clarify the meaning of unknown and multiple meaning words and phrases CC.1.2.3.L/CC.1.3.3.K Read and comprehend literary nonfiction and fiction CC.1.3.3.A Determine the central message, lesson, or moral in the literary text CC.1.3.3.B Ask and Answer questions about the text CC.1.3.3.C Describe characters in a story and explain how their actions contribute to the sequence of events CC.1.3.3.D Explain the point of view of an author CC.1.3.3.E Refer to parts of text when writing or speaking CC.1.3.3.F Determine the meaning of words and phrases as they are used in text CC.1.3.3.G Explain how illustrations contribute to a story CC.1.3.3.H Compare and contrast the themes, settings and plots of stories</p>	<p><u>Speaking-</u></p> <ul style="list-style-type: none"> • Discuss being the first to do something • Discuss unique animal behaviors • Discuss objects using descriptive words • Discuss the Navajo Indians • Discuss the challenges associated with adapting to a new culture • Discuss foods from around the world <p><u>Reading-</u></p> <ul style="list-style-type: none"> • Vocabulary associated with being the first to do something • Express and support opinions (feelings) • Identify facts • Vocabulary associated with unique animal behaviors • Identify describing words in a reading • Identify plot and theme in a story • Vocabulary associated with clothing from different cultures • Identify the story elements of a text • Vocabulary associated with different cultures • Identify words, in a reading, that express an opinion • Vocabulary associated with adapting to a new culture • Identify phrases in the reading used to explain things • Draw conclusions from the reading • Vocabulary associated with food and culture 	<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>Week 4- “What unique traits does it take to be the first to do something?” 8 days Week 5- “What behaviors are unique to different animals?” 8 days Unit 5- Week 1- “How does culture influence the clothing we wear?” 5 days Week 2- “How are cultures alike and different?” 8 days Week 3- “Why is it hard to adapt to a new culture?” 8 days Week 4- “How can different concepts and vocabulary related to food and culture?” 8 days</p>

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<p>Unit 5- Diversity</p>	<p>Academic Standard(s)</p> <p>English Language Development</p> <p>16.1.2-3.L,R,S,W Communicate in English for social and instructional purposes within the school setting 16.2.2-3.L,R,S,W Communicate information, ideas, and concepts necessary for academic success in the content area of language arts</p>	<p>Listening-</p> <ul style="list-style-type: none"> Listen to a stories about people who have the courage to be first to do something Listen to stories about unique animal characteristics Listen to a story about clothing from different countries Listen to a story about the Navajo culture Listen to a story about how to adapt to a new environment Listen to a story about foods from around the world 	<p>Use visual and auditory clues</p>	<p>Assessment</p>	

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