Hazleton Area School District

ELD Curriculum

Aligned to PA Core Standards and

English Language Proficiency Standards

(First Grade)

What is a Curriculum Framework?

A Curriculum Framework is an organized plan or set of standards that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

A Curriculum Framework is part of standards aligned system. The framework is the first step, defining clear, high standards which will be achieved by **all** students. The curriculum is then aligned to the standards, and students are assessed against the standards. When the standards are reached, there will be no achievement gap where some groups are allowed to score lower than others. All will meet world class standards and be career and college ready.

A Curriculum Framework includes the **Enduring Understandings**, which will lead to life-long learning; **Essential Questions** that guide student learning; **Grade Level Skills** that students are to master in order to meet the overarching standards; **Resources and Materials** for teachers and students to utilize to develop, master, and practice the skills, and **Assessments**, or opportunities, for students to demonstrate their level of achieving the standards.

A Curriculum Framework is not a textbook. A textbook is one tool or resource used to deliver a Curriculum Framework. Likewise, a series is one of many resources used to develop students' skills and understanding of the world around them. A Curriculum Framework is not a unit plan or collection of daily lesson plans for a teacher to follow. From the Curriculum Framework, teachers create lessons and units to meet each individual student's needs. A Curriculum Framework should allow a teacher to include differentiation through multiple resources, learning opportunities, and assessments. Choice and creativity for teachers and students are very important, and a Curriculum Framework should allow for both, yet focus on the standards.

A Curriculum Framework is a living document that must grow and develop with time and experience. It would behoove the committee to think that this document is complete. Administrators, teachers, parents, and students will continue to revise the Curriculum Framework to continue to meet the needs of the students in the Hazleton Area School District.

Socialization Skills

For the Hazleton Area School District, the ELD Curriculum Committee (2022) has combined literacy with socialization skills for its curriculum development. Through a thematic approach, students will learn important social skills to be a good citizen while learning the Pennsylvania standards for literacy. Each year, students will focus on one overarching social goal which will build upon the previous year's goal. First Grade will develop CARING KIDS; First Grade, COOPERATIVE WORKERS; Second Grade, INDEPENDENT LEARNERS; Third Grade, PROBLEM SOLVERS; Fourth Grade, RESPONSIBLE STUDENTS; Fifth Grade, DECISION MAKERS; Sixth Grade, TOLERANT THINKERS; Seventh Grade; CONFIDENT INDIVIDUALS; and Eighth Grade, WORLDLY THINKERS. These skills and overarching goals will develop accepting and understanding global thinkers for the 21st Century.

First Grade: Goal:

Caring for others and the world around us is an essential skill in becoming successful contributing members of society. First Grade students have an innate kindness and willingness to help others. These socialization skills are fostered through modeling and positive reinforcement. Students will learn the conventions of rules and expectations in school and society. They will learn the importance of caring for living things as well as the world around them. Our overarching goal for our First Grade students in the HASD is to become "caring kids" and lifelong learners.

Curriculum Timeline for Our World-Starter

(Used with Kinder and 1st Grade level 1s)

Quarter 1: Units 1 and 2						
Themes/ Unit	**ELD Standards**	**CCSS**	**Objective**	**Content**	**Additional Resources**	**Performance Tasks/ Assessments**
1-My School	**16.1.1.1L** Follow one-step oral directions as modeled by the teacher (e.g., Open your book.) **16.1.1.1S** Repeat simple words stated by teacher. **16.1.1.1R** Follow written directions using diagrams or pictures with teacher modeling. **16.1.1.1W** Copy written language with teacher modeling. **16.2.1.1S** Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). Owl at Home by Arnold Lobel **16.3.1.1L** Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia.	CC.1.5.1.D CC.2.4.1.A.1	• identify and name classroom objects • ask and answer questions to identify classroom objects • identify and name things that are green and yellow • count up to four items	Social and Academic Language, Math Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

Themes/ Unit	ELD Standards	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
2-My Toys	16.1.1.1L Follow one-step oral directions as modeled by the teacher (e.g., Open your book.) 16.1.1.1R Follow written directions using diagrams or pictures with teacher modeling. 16.1.1.1S Repeat simple words stated by teacher. 16.1.1.1W Copy written language with teacher modeling. 16.3.1.1L Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia. 16.2.1.1S Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). Owl at Home by Arnold Lobel	CC.2.4.1.A.1 CC.1.5.1.D	•identify and name toys • ask and answer questions about toys • identify and name things that are brown and orange • count up to six items	Social and Academic Language, Math Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

Quarter 2: Units 3 and 4

Themes/ Unit	ELD Standards	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
3-My Family	16.3.1.1L Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia. 16.5.1.1W Illustrate and label classroom/school rules using words or short phrases with an illustrated work bank.	CC.2.4.1.A.1 5.1.1.B	• identify and name family members • ask and answer questions about family members • identify and name rooms in the house • identify and name things	Social Studies, Math Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

	16.5.1.1R Identify labeled seasonal pictures with teacher modeling and prompts. **16.2.1.1S** Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). Owl at Home by Arnold LobeL	7.3.1.A CC.1.5.1.D	that are black and white • count up to eight items			
4-My Body	**16.3.1.1L** Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia. **16.1.1.1L** Follow one-step oral directions as modeled by the teacher (e.g., Open your book.) **16.1.1.1S** Repeat simple words stated by teacher. **16.2.1.1S** Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). Owl at Home by Arnold Lobel	CC.2.4.1.A.1 CC.1.5.1.D	• identify and name parts of the body • say what parts of the body people have • identify and name things that are pink and purple • count up to ten items	Health and Physical Education, Math Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

Units 1-4 Review	*See Above Standards from Units 1-4	*See Above Standards from Units 1-4	*See Above	*See Above	-Neo Jr. -Finishline -Language for Learning	*Use Unit Quizzes and Final Test from the curriculum.

Quarter 3: Unit 5

Themes/ Unit	ELD Standards	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
5-Stories	**16.1.1.1L** Follow one-step oral directions as modeled by the teacher (e.g., Open your book.) **16.1.1.1S** Repeat simple words stated by teacher. **16.2.1.1S** Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). Owl at Home by Arnold Lobel **16.2.1.1W** Label an illustrated sequence of events using a word wall with teacher support (e.g., pot, soup, Hen comes). Little Bear by Elsa Holmelund Minarik **16.3.1.1L** Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia.	CC.1.5.1.D CC.1.4.1.P CC.2.4.1.A.1	•Identify and name people and things in a story • identify and name the feelings happy and sad • say what you want • identify and name things that are gold and silver	Language Arts Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

Quarter 4: Unit 6-9

Themes/ Unit	ELD Standards	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
6-I Like Food	**16.1.1.1L** Follow one-step oral directions as modeled by the teacher (e.g., Open your		•identify and name foods and drinks	Health and Physical	-Neo Jr. -Finishline	*Formative Assessments are

	book.) **16.1.1.1S** Repeat simple words stated by teacher. **16.5.1.1R** Identify labeled seasonal pictures with teacher modeling and prompts. **16.2.1.1S** Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). Owl at Home by Arnold Lobel **16.3.1.1L** Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia.	7.3.1.A CC.1.5.1.D CC.2.4.1.A.1	• talk about likes and dislikes • identify and name circles and squares	Education, Social Studies Link to ELA Curriculum	-Language for Learning	found in the margin after each lesson in the unit.
7-Clothes	**16.3.1.1L** Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia. **16.2.1.1S** Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). Owl at Home by Arnold Lobel **16.1.1.1L** Follow one-step oral directions as modeled by the teacher (e.g., Open your book.) **16.1.1.1S** Repeat simple words stated by teacher.	CC.2.4.1.A.1 CC.1.5.1.D	• identify and name clothing items • say what you and others are wearing in hot and cold weather • identify and name rectangles and triangles	Social Studies	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

8- Animals	**16.3.1.1L** Point to object based on oral descriptions of length (e.g., Which pencil is short?) using realia. **16.2.1.1S** Identify words related to main events in a text with teacher modeling (e.g., moon, tea, clock, Owl's bed). Owl at Home by Arnold Lobel **16.1.1.1L** Follow one-step oral directions as modeled by the teacher (e.g., Open your book.) **16.1.1.1S** Repeat simple words stated by teacher. **16.4.1.1R** Match labels to samples of earth materials (e.g., soil, sand) with a partner. **16.4.1.1W** Draw and label pictures of stages of life cycles using illustrated word banks (e.g., seed, sprout).	CC.2.4.1.A.1 CC.1.5.1.D 3.3.1.A1 3.1.K.A3	•identify and name animals • talk about actions that people and animals do • identify and name hearts and stars	Science Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	
Units 5-8 Review	*See Above Standards from Units 5-8	*See Above Standards from Units 5-8	*See Above	*See Above Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Use Unit Quizzes and Final Test from the curriculum.

Curriculum Timeline for Our World- Level 1 Book

(Used with Kinder and 1st Grade level 2s and 3s)

Quarter 1: Units 1-3						
Themes/ Units	**ELD Standards**	**CCSS**	**Objective**	**Content**	**Additional Resources**	**Performance Tasks/ Assessments**
1- My Classroom	**16.1.1.2L** Follow segmented oral directions with cues from teacher or peers. (e.g., Open your book [pause] … and take out a pencil.) **16.1.1.3L** Follow multi-step oral directions with cues from teacher or peers (e.g., Open your book and take out a pencil.) **16.2.1.2L** Sort illustrations of key details following a read aloud of literature in response to teacher prompts (e.g., When is owl scared/sad/happy?) **16.2.1.3L** Sequence illustrations of key story details following a read aloud using a graphic organizer. **16.1.1.2S** Repeat phrases, and memorized chunks of language stated by teacher. **16.1.1.3S** Use phrases and simple statements with a partner. **16.3.1.2L** Sort objects according to their lengths in response to oral instructions with a partner (e.g., Put the long ____ [pencils, crayons] on XX's desk. Put the short ones on YY's desk.	CC.1.5.1.B CC.2.4.1.A.1	• name things in the classroom • talk about things in the classroom • say the color and number of things	Social and Instructional Language, Language Arts Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

	16.3.1.3L Order objects according to their lengths (e.g., short, shorter, shortest; longer than) in response to oral directions with a partner. **16.2.1.2W** Complete cloze sentences describing events (e.g., Little Bear makes soup with _____.) using a word wall. **16.2.1.3W** Write 2-3 sentences recounting two or more sequenced events using sentences starters.	CC.1.4.1.P				
2- My World	**16.1.1.2L** Follow segmented oral directions with cues from teacher or peers. (e.g., Open your book [pause] … and take out a pencil.) **16.1.1.3L** Follow multi-step oral directions with cues from teacher or peers (e.g., Open your book and take out a pencil.) **16.2.1.2R** Identify main idea of a text by matching story illustrations to labels with teacher support. **16.2.1.3R** Identify main idea of a text by matching story illustrations to phrase strips with peer support. **16.5.1.2R** Match seasonal pictures to labels with teacher prompts. **16.5.1.3R** Categorize pictures and descriptive phrases characteristic of different seasons with a partner.	CC.1.2.1.A 7.3.1.A	• name things in nature • talk about natural things • ask where things are	Language Arts, Social Studies Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.
3- My Family	**16.1.1.2L** Follow segmented oral directions with cues from teacher or peers. (e.g., Open your book [pause] … and take out a pencil.) **16.1.1.3L** Follow multi-step oral directions with cues from teacher or peers (e.g., Open your book and take out a pencil.) **16.2.1.2R** Identify main idea of a text by matching story illustrations to labels with teacher support.	CC.1.2.1.A	•name family members • talk about family members • use numbers to talk about my family	Language Arts, Social Studies Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

	16.2.1.3R Identify main idea of a text by matching story illustrations to phrase strips with peer support. 16.5.1.2R Match seasonal pictures to labels with teacher prompts. 16.5.1.3R Categorize pictures and descriptive phrases characteristic of different seasons with a partner.	7.3.1.A				

Quarter 2: Units 4 and 5

Themes/ Units	ELD Standards	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
Extended Reading: "Cave Paintings" & Units 1-3 Review	16.2.1.2W Complete cloze sentences describing events (e.g., Little Bear makes soup with _____.) using a word wall. 16.2.1.3W Write 2-3 sentences recounting two or more sequenced events using sentences starters.	CC.1.4.1.P	• identify images painted on the wall of a cave. • create an image related to cave paintings.	Social and Instructional Language, Language Arts, Social Studies Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Use Unit Quizzes and Final Test from the curriculum.
4- My House	16.1.1.2L Follow segmented oral directions with cues from teacher or peers. (e.g., Open your book [pause] … and take out a pencil.) 16.1.1.3L Follow multi-step oral directions with cues from teacher or peers (e.g., Open your book and take out a pencil.) 16.2.1.2L Sort illustrations of key details following a read aloud of literature in response to teacher prompts (e.g., When is owl scared/sad/happy?) 16.2.1.3L Sequence illustrations of key story details following a read aloud using a graphic organizer.	CC.1.5.1.B	• talk about things in a house • say where things are • talk about actions	Social and Instructional Language, Language Arts Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

Themes/ Units	ELD Standards	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
	16.1.PK-K.2R Identify the first letter of own name and/or names of familiar adults and children from a list. **16.1.PK-K.3R** Name letters from own name and match to letters found in classroom print with a partner. **16.1.1.2R** Follow written directions using labeled pictures with a partner. **16.1.1.3R** Follow visually supported written directions with a small group.	1.1.K.C				
5- Cool Clothes	**16.2.1.2R** Identify main idea of a text by matching story illustrations to labels with teacher support. **16.2.1.3R** Identify main idea of a text by matching story illustrations to phrase strips with peer support. **16.5.1.2R** Match seasonal pictures to labels with teacher prompts. **16.5.1.3R** Categorize pictures and descriptive phrases characteristic of different seasons with a partner. **16.2.1.2S** Describe the main events of a text using words and short phrases with visual support. **16.2.1.3S** Retell the main events of a text with some relevant details with partner.	CC.1.2.1.A 7.3.1.A CC.1.5.1.D	• talk about clothes • talk about the colors of clothes • say what people are wearing	Language Arts, Social Studies Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

Quarter 3: Unit 6

Themes/ Units	ELD Standards	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments

Themes/Units	ELD Standards	CCSS	Objective	Content	Additional Resources	Performance Tasks/Assessments
6- My Toys	**16.2.1.2R** Identify main idea of a text by matching story illustrations to labels with teacher support. **16.2.1.3R** Identify main idea of a text by matching story illustrations to phrase strips with peer support. **16.2.1.2S** Describe the main events of a text using words and short phrases with visual support. **16.2.1.3S** Retell the main events of a text with some relevant details with partner.	CC.1.2.1.A CC.1.5.1.D	• talk about toys • talk about things people want • talk about owning things	Social and Instructional Language, Language Arts Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.
Extended Reading: "A Shape Poem" & Units 4-6 Review	**16.2.1.2W** Complete cloze sentences describing events (e.g., Little Bear makes soup with _____.) using a word wall. **16.2.1.3W** Write 2-3 sentences recounting two or more sequenced events using sentences starters.	CC.1.4.1.P	• read a shape poem. • draw a shape and write about it.	Social and Instructional Language, Language Arts, Social Studies Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Use Unit Quizzes and Final Test from the curriculum.

Quarter 4: Units 7-9

Themes/Units	ELD Standards	CCSS	Objective	Content	Additional Resources	Performance Tasks/Assessments
7- My Body	**16.2.1.2R** Identify main idea of a text by matching story illustrations to labels with teacher support. **16.2.1.3R** Identify main idea of a text by matching story illustrations to phrase strips with peer support.	CC.1.2.1.A	• name parts of the body • talk about parts of the body • talk about things we can do	Health and Physical Education, Social Studies Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

	16.5.1.2R Match seasonal pictures to labels with teacher prompts. **16.5.1.3R** Categorize pictures and descriptive phrases characteristic of different seasons with a partner.	7.3.1.A				
8- Good Friend	**16.2.1.2R** Identify main idea of a text by matching story illustrations to labels with teacher support. **16.2.1.3R** Identify main idea of a text by matching story illustrations to phrase strips with peer support. **16.5.1.2R** Match seasonal pictures to labels with teacher prompts. **16.5.1.3R** Categorize pictures and descriptive phrases characteristic of different seasons with a partner. **16.1.1.2W** Complete modeled sentence starters with teacher support. **16.1.1.3W** Form simple sentences using word/phrase bank and peer support.	CC.1.2.1.A 7.3.1.A	• name food • talk about things we like and don't like to eat • talk about my favorite food	Health and Physical Education, Social Studies Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.
9- Animal Friends	**16.2.1.2R** Identify main idea of a text by matching story illustrations to labels with teacher support. **16.2.1.3R** Identify main idea of a text by matching story illustrations to phrase strips with peer support. **16.5.1.2R** Match seasonal pictures to labels with teacher prompts. **16.5.1.3R** Categorize pictures and descriptive phrases characteristic of different seasons with a partner.	CC.1.2.1.A 7.3.1.A	• name animals • talk about what animals can do • talk about what we want to do	Social Studies Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Formative Assessments are found in the margin after each lesson in the unit.

	16.1.1.2W Complete modeled sentence starters with teacher support. 16.1.1.3W Form simple sentences using word/phrase bank and peer support.					
Extended Reading: "Dog is Lucky" & Units 7-9 Review	16.2.1.2W Complete cloze sentences describing events (e.g., Little Bear makes soup with _____.) using a word wall. 16.2.1.3W Write 2-3 sentences recounting two or more sequenced events using sentences starters.	CC.1.4.1.P CC.1.5.K.D	•understand characters' motivations in a story. • contribute to a fable about animals.	Health and Physical Education, Social Studies Link to ELA Curriculum	-Neo Jr. -Finishline -Language for Learning	*Use Unit Quizzes and Final Test from the curriculum.