

Hazleton Area School District

Literacy Curriculum

Aligned to PA Core Standards and
English Language Proficiency Standards



(2nd & 3rd Grades)

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.

Curriculum Timeline

Timeline	Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
6 Weeks Weeks 1-6	Unit 0 Welcome to Our Class A Helping Hand	16.1.2-3.1R Match illustrations of school vocabulary with labels with visual supports 16.4.2-3.4S Compare objects based on size, shape, weight, color, texture and feel using multiple expanded sentences with a partner 16.1.2-3.3W Participate in a shared writing activity about a common experience 16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers	CC.1.2.3.L Read and comprehend literary non- fiction and informational text on grade level, reading independently and proficiently. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	Compare and Contrast Make Predictions Sequence of Events Ask and answer questions Adverbs of frequency The Calendar	-describe what you look like -compare people you know -talk about your plans - write a journal entry	Neo Jr.	Compare weather, months, spellings of words. Predict correct pronunciations. Ask students the sequence of the calendar, school days, months, seasons, and numbers. Ask and answer questions using the calendar. Use visuals like graphs to help students visualize and compare information about weather. Make a journal entry with a partner Students will use the calendar to ask and answer questions. Students will use adverbs to write about what they do before and after school using picture prompts from the story.

<p>6 Weeks Weeks 7-12</p>	<p>Units 2 & 3 My Place in the World On the Move</p>	<p>16.5.2-3.2L Match pictures of labeled illustrations to symbols from oral description with a partner. 16.1.2-3.3W Participate in a shared writing activity about a common experience 16.5.2-3.3L Locate places on a map follow multi-step directions from oral instructions with a partner.</p>	<p>CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.</p>	<p>Text features Sequence of Events Inferences Giving oral directions Using verbs of agreement</p>	<p>Using a photo students will describe the photos. Students will make guesses about information in the text. Students will listen to a story and determine the correct verb to be used in the sentence</p>	<p>Neo Jr.</p>	<p>Use Satellite photos to describe the Earth. Students will make inferences about the weather using pictures in the text. Students will use a graphic organizer to outline the sequence of balloon launching Using a map, students will give directions to play a game.. Students will fill in a listen and check activity</p>
<p>6 Weeks Weeks 13-18</p>	<p>Units 4 & 5 Our Senses Animal Habitats</p>	<p>16.4.2-3.4S Compare objects based on size, shape, weight, color, texture and feel using multiple expanded sentences with a partner 16.1.2-3.3L Follow oral directions verifying requests with cues from</p>	<p>Standard – CC.1.2.3.L Read and comprehend literary non- fiction and informational text on grade level, reading independently and proficiently. CC.1.2.2.I Compare and contrast the</p>	<p>Compare and Contrast Visualize Sense verbs Infinitives in use</p>	<p>Compare and contrast human and animal senses Ask and answer questions about pictures in a story using a chart. Complete a T - Chart about animal and human senses</p>	<p>Neo Jr.</p>	<p>Read text and Fill in a chart with both human and animal senses Asking questions about the pictures. Use t charts to describe the five senses and describe how things look, feel, taste, smell, and sound. Students will find the correct sense verb in the word bank to fill in sentences about senses. Students will write questions using infinitives.</p>

		<p>teachers or peers</p> <p>16.3.2-3.2W Describe data shown in tables, charts or bar graphs in short phrase</p>	<p>most important points presented by two texts on the same topic.</p>		<p>Students will orally review sense verbs</p> <p>Match subject and predicates using infinitives</p>		
<p>6 Weeks</p> <p>Weeks 19-24</p>	<p>Units 6 & 7</p> <p>What's for Dinner?</p> <p>Feeling Fit</p>	<p>16.5.2-3.2L Match pictures of labeled illustrations symbols from oral description with a partner.</p> <p>16.5.2-3.5R Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer</p>	<p>CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>Making Connections</p> <p>Asking and answering questions</p> <p>Main Idea and Details</p> <p>Simple past tense</p>	<p>Connect to personal experiences</p> <p>Use some, any, few, little to ask and answer questions.</p> <p>Discuss orally main idea and details</p> <p>Answering yes and no questions using simple past tense</p>	<p>Neo Jr.</p>	<p>Connect to self-using personal experiences to connect to text from different countries.</p> <p>Writing answers to questions about food using some, any, little and few.</p> <p>Compare the effect of exercise on the brain</p> <p>Using enough and too to answer questions from the text orally.</p>

<p>6 Weeks</p> <p>Weeks 25-30</p>	<p>Units 8 & 9</p> <p>Let's Celebrate</p>	<p>16.5.2-3.4L Follow multi-step directions</p> <p>16.1.2-3.3W Participate in a shared writing activity about a common experience</p>	<p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p>	<p>Use a dictionary</p> <p>Regular and irregular verbs</p>	<p>Identify words about celebrations using a dictionary</p> <p>Students ask and answer questions using the past tense of regular verbs</p>	<p>Neo Jr.</p>	<p>Use alphabetical order to find words in a dictionary and write sentences using the words with a partner.</p> <p>Cut out cards with verbs and match and say sentences with a partner.</p>
<p>6 Weeks</p> <p>Weeks 31-36</p>	<p>Unit 9</p> <p>My Weekend</p>	<p>16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers</p> <p>16.1.2-3.3W Participate in a shared writing activity about a common experience</p> <p>16.2.2-3.3L Answer questions about</p>	<p>CC.1.2.2.H Describe how reasons support specific points the author makes in a text.</p>	<p>Finding Author's Purpose</p> <p>Answer and ask Wh questions</p> <p>Use inflectional ending ing with the verb go</p>	<p>Understand that the author is writing an informational text</p> <p>Students will work with a partner to ask and answer questions about text.</p>	<p>Neo. Jr.</p>	<p>Describe the parts and contents of a museum</p> <p>Label a picture of a museum</p> <p>Answer questions about the author's purpose</p> <p>Student's talk about the past weekend using what they did and didn't do with a partner.</p> <p>Describe past activities using go+ing.</p>

		author's point of view					
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Level 1 Grade 3

Timeline	Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
6 Weeks Weeks 1-6	Unit 0 & 1 My Family Fun In Class	<p>16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model.</p> <p>16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers</p> <p>16.1.2-3.1R Match illustrations of school vocabulary with labels with visual supports</p> <p>16.1.2-3.3W Participate in a shared writing activity about a common experience</p> <p>16.2.2-3.1S Identify how a character feels by selecting labeled pictures showing emotion</p>	<p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Standard –</p> <p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Ask and Answer Questions</p> <p>Compare and Contrast</p> <p>Personal pronouns</p>	<p>Using pictures students will ask and answer questions.</p> <p>Using a Venn Diagram students will compare China to Mexico.</p> <p>Listen, point, say</p>	Neo Jr.	<p>Use pictures from the text to identify family and in a group ask and answer questions about the family members</p> <p>After reading about people from China and Mexico fill in the Venn Diagram to compare them.</p> <p>Students look at pictures and listen to the teacher read. They point to what the teacher is saying while hearing pronouns.</p> <p>Number the pictures using present progressive first person plural pronouns</p>

<p>6 Weeks</p> <p>Weeks 7-12</p>	<p>Units 2 & 3</p> <p>Boots and Bathing Suits</p> <p>Fun in the Sun</p>	<p>16.5.2-3.4L Follow multi-step directions</p> <p>16.1.2-3.3W Participate in a shared writing activity about a common experience</p> <p>16.4.2-3.1R Sort and label pictures of clothing, shelter, and food on a graphic organizer with teacher modeling.</p> <p>16.5.2-3.1S Name pictures of needs (e.g. water, house) and wants (e.g., fancy backpack, expensive shoes) with teacher modeling and prompts.</p>	<p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Main Idea and Details</p> <p>Asking and Answering Questions</p> <p>Imperatives</p> <p>Infinitives</p>	<p>Fill in information on the chart/graphic organizer about clothing</p> <p>Work with a partner to answer questions about the story.</p> <p>Students will write about a picture of themselves</p>	<p>Neo Jr.</p>	<p>After reading the text together have students collaborate to fill in a chart.</p> <p>Use a word bank to answer questions about the story.</p> <p>Students will use what's + noun + like to orally answer questions using it's.</p> <p>Students match questions to answers using infinitives.</p>
<p>6 Weeks</p> <p>Weeks 13-18</p>	<p>Units 4 & 5</p> <p>Inside Our House</p> <p>Day By Day</p>	<p>16.4.2-3.4S Compare objects based on size, shape, weight, color, texture and feel using multiple expanded</p>	<p>Standard - AL.4.2.A1 Relate knowledge learned from one experience to another.</p>	<p>Use visuals to support comprehension</p>	<p>Ask and answer questions about a house with a partner</p>	<p>Neo Jr.</p>	<p>Use the diagram of a house to ask and answer questions.</p> <p>Use a t chart to show differences between two types of houses</p>

	<p>sentences with a partner</p> <p>16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model</p> <p>16.1.2-3.3W Participate in a shared writing activity about a common experience</p> <p>16.1.4-5.1R Match words or short phrases (e.g., library, play sports) to pictures associated with school community</p> <p>16.1.2-3.1L Position manipulatives or realia according to one-step oral commands to show special relations (e.g., put</p>	<p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Compare and contrast</p> <p>Prepositions of place</p> <p>Subject pronoun agreement</p> <p>Identify Sequence of Events</p> <p>Telling time</p> <p>Adverbs of frequency</p>	<p>Work with a partner to discuss types of homes</p> <p>Work with a partner to talk about a day in a space station</p> <p>Using pictures identify prepositions of place</p> <p>Students will play a look and remember game</p> <p>Students listen to a song about time</p>	<p>Write about a day in the space station with a partner.</p> <p>Use true and false to answer questions that include prepositions of place</p> <p>While playing the game students have to use the correct subject pronoun agreement</p> <p>Using the song students write about time.</p> <p>With a partner students will play a game and use adverbs of frequency</p>
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		the books on the table)					
6 Weeks Weeks 19-24	Units 6 & 7 How Are You? Awesome Animals	16.2.2-3.3W Compare and contrast ‘text to self’ using a variety of linking compare/contrast words 16.5.2-3.5R Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer 16.1.2-3.1S Give and ask for permission or make requests using single words or gestures to teacher or peers in classroom situations 16.1.2-3.1L Position manipulatives or realia according to one-step oral commands to show special relations (e.g., put	CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	Asking Questions Pronouns and adjectives Regular and irregular plurals Using Can and Can’t Compare and Contrast Cause and Effect Simple present	Use a chart to answer the question “Why do people paint their faces?” Ask and answer questions using pictures. Use a Venn Diagram Listen to a song, discuss feelings using adjectives Students will read sentences and find the correct plural for the sentence. Students will write sentences	Neo Jr.	Ask a partner about what they want on their face and illustrate a picture. Use pictures of animals and ask a partner to tell how they move. Use a Venn Diagram to show how a Cassowary and an Ostrich are alike and different and show the cause and effect of various animal characteristics. Students will use the visuals from the story to discuss the pictures using pronouns and adjectives. Students will read and write sentences with can and can’s about animal abilities Students will listen to questions from the story and answer yes or no correctly about the animal facts.

		the books on the table.)			using can and can't Students will ask yes/no questions with short answers		
6 Weeks Weeks 25-30	Units 8 The World Of Work	16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model. 16.2-3.1L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in a large group/whole class 16.2.2-3.1S Identify how a character feels by selecting labeled pictures to show emotion 16.2.1.1R Students will identify main	CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Summarizing Simple present using wh questions and answers Simple present with want + infinitive	Use a story map to show the summary of the story Students will answer orally wh questions Students will make a poster about a favorite job and use labeled pictures to show how it makes them feel	Neo Jr.	Discuss the story and fill in a story map to show sequence. Students will work collaboratively to ask and answer simple WH questions about the world of work. Students will write using want and an infinitive. Make a poster

		ideas of a text using story illustrations and teacher prompts					
6 Weeks Weeks 31-36	Unit 9 Let's Eat!	16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group. 16.1.2-3.3W Participate in a shared writing activity about a common experience	CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.	Scan Text for information Questions and answers with Any. Polite requests	Make a list from the text of various snacks. Students will make polite requests using May.	Neo. Jr.	Write sentences from the story about the various super snacks discussed in the text. Students will view pictures and with a partner answer questions about food using the word Any correctly. Students will look at pictures of food and write questions using the word May.

<p>6 Weeks</p> <p>Weeks 7-12</p>	<p>Units 2 & 3</p> <p>Boots and Bathing Suits</p> <p>Fun in the Sun</p>	<p>16.5.2-3.4L Follow multi-step directions</p> <p>16.1.2-3.3W Participate in a shared writing activity about a common experience</p> <p>16.4.2-3.1R Sort and label pictures of clothing, shelter, and food on a graphic organizer with teacher modeling.</p> <p>16.5.2-3.1S Name pictures of needs (e.g. water, house) and wants (e.g., fancy backpack, expensive shoes) with teacher modeling and prompts.</p>	<p>CC.1.2.2.B</p> <p>Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<p>Main Idea and Details</p> <p>Asking and Answering Questions</p> <p>Imperatives</p> <p>Infinitives</p>	<p>Fill in information on the chart/graphic organizer about clothing</p> <p>Work with a partner to answer questions about the story.</p> <p>Students will write about a picture of themselves</p>	<p>Neo Jr.</p>	<p>After reading the text together have students collaborate to fill in a chart.</p> <p>Use a word bank to answer questions about the story.</p> <p>Students will use what's + noun + like to orally answer questions using it's.</p> <p>Students match questions to answers using infinitives.</p>
<p>6 Weeks</p> <p>Weeks 13-18</p>	<p>Units 4 & 5</p> <p>Inside Our House</p> <p>Day By Day</p>	<p>16.4.2-3.4S Compare objects based on size, shape, weight, color, texture and feel using multiple expanded</p>	<p>Standard - AL.4.2.A1</p> <p>Relate knowledge learned from one experience to another.</p>	<p>Use visuals to support comprehension</p>	<p>Ask and answer questions about a house with a partner</p>	<p>Neo Jr.</p>	<p>Use the diagram of a house to ask and answer questions.</p> <p>Use a t chart to show differences between two types of houses</p>

	<p>sentences with a partner</p> <p>16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model</p> <p>16.1.2-3.3W Participate in a shared writing activity about a common experience</p> <p>16.1.4-5.1R Match words or short phrases (e.g., library, play sports) to pictures associated with school community</p> <p>16.1.2-3.1L Position manipulatives or realia according to one-step oral commands to show special relations (e.g., put</p>	<p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Compare and contrast</p> <p>Prepositions of place</p> <p>Subject pronoun agreement</p> <p>Identify Sequence of Events</p> <p>Telling time</p> <p>Adverbs of frequency</p>	<p>Work with a partner to discuss types of homes</p> <p>Work with a partner to talk about a day in a space station</p> <p>Using pictures identify prepositions of place</p> <p>Students will play a look and remember game</p> <p>Students listen to a song about time</p>	<p>Write about a day in the space station with a partner.</p> <p>Use true and false to answer questions that include prepositions of place</p> <p>While playing the game students have to use the correct subject pronoun agreement</p> <p>Using the song students write about time.</p> <p>With a partner students will play a game and use adverbs of frequency</p>
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		the books on the table)					
6 Weeks Weeks 19-24	Units 6 & 7 How Are You? Awesome Animals	<p>16.2.2-3.3W Compare and contrast ‘text to self’ using a variety of linking compare/contrast words</p> <p>16.5.2-3.5R Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer</p> <p>16.1.2-3.1S Give and ask for permission or make requests using single words or gestures to teacher or peers in classroom situations</p> <p>16.1.2-3.1L Position manipulatives or realia according to one-step oral commands to show special relations (e.g.,</p>	<p>CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>Asking Questions</p> <p>Pronouns and adjectives</p> <p>Regular and irregular plurals</p> <p>Using Can and Can’t</p> <p>Compare and Contrast</p> <p>Cause and Effect</p> <p>Simple present</p>	<p>Use a chart to answer the question “Why do people paint their faces?”</p> <p>Ask and answer questions using pictures.</p> <p>Use a Venn Diagram</p> <p>Listen to a song, discuss feelings using adjectives</p> <p>Students will read sentences and find the correct plural for the sentence.</p> <p>Students will write sentences using can and can’t</p>	Neo Jr.	<p>Ask a partner about what they want on their face and illustrate a picture.</p> <p>Use pictures of animals and ask a partner to tell how they move. Use a Venn Diagram to show how a Cassowary and an Ostrich are alike and different and show the cause and effect of various animal characteristics.</p> <p>Students will use the visuals from the story to discuss the pictures using pronouns and adjectives.</p> <p>Students will read and write sentences with can and can’s about animal abilities</p> <p>Students will listen to questions from the story and answer yes or no correctly about the animal facts.</p>

		put the books on the table.)			Students will ask yes/no questions with short answers		
6 Weeks Weeks 25-30	Units 8 The World Of Work	<p>16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model.</p> <p>16.2-3.1L Answer questions about author's point of view after listening to an illustrated poem with a list of cognates in a large group/whole class</p> <p>16.2.2-3.1S Identify how a character feels by selecting labeled pictures to show emotion</p> <p>16.2.1.1R Students will identify main ideas of a text using story</p>	<p>CC.1.3.3.G Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p>	<p>Summarizing</p> <p>Simple present using wh questions and answers</p> <p>Simple present with want + infinitive</p>	<p>Use a story map to show the summary of the story</p> <p>Students will answer orally wh questions</p> <p>Students will make a poster about a favorite job and use labeled pictures to show how it makes them feel</p>	Neo Jr.	<p>Discuss the story and fill in a story map to show sequence.</p> <p>Students will work collaboratively to ask and answer simple WH questions about the world of work.</p> <p>Students will write using want and an infinitive.</p> <p>Make a poster</p>

		illustrations and teacher prompts					
6 Weeks Weeks 31-36	Unit 9 Let's Eat!	16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group. 16.1.2-3.3W Participate in a shared writing activity about a common experience	CC.1.3.2.K Read and comprehend literature on grade-level, reading independently and proficiently.	Scan Text for information Questions and answers with Any. Polite requests	Make a list from the text of various snacks. Students will make polite requests using May.	Neo. Jr.	Write sentences from the story about the various super snacks discussed in the text. Students will view pictures and with a partner answer questions about food using the word Any correctly. Students will look at pictures of food and write questions using the word May.

Curriculum timeline

Level 1

Grades 2

Timeline	Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
6 Weeks Weeks 1-6	Unit 0 &1 Welcome to Our World My Classroom	16.1.2-3.1R Match illustrations of school vocabulary with labels with visual supports 16.1.PK-K.4L Follow oral directions as presented in a context (e.g. conversation, song) in a small group. 16.2.2-3.3W Compare and contrast 'text to self' using a variety of linking compare/contrast words 16.1.4-5.4S Ask for and provide clarification of personal information during	CC.1.2.1.L Read and comprehend literary non- fiction and informational text on grade level, reading independently and proficiently. CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	Compare and Contrast Review the Alphabet letters and sounds Answer yes and no questions with It's. Answer questions using What and How Many	Students will use a chart to compare classroom objects. Students will look and listen to the alphabet and see pictures related to letter sounds Look at a picture and listen and circle Point to pictures and answer orally questions that include what and how many.	Neo Jr.	A chart of classroom objects from long ago and today will be used to discuss how objects are alike and different. Students will orally review the alphabet as a group Orally produce sentences as a group using It's.

		conversation in a small group.					
6 Weeks Weeks 7-12	Units 2 & 3 My World My Family	<p>16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model</p> <p>16.2.2-3.1W Compare and contrast “text to self” by sorting pictures with teacher modeling.</p> <p>16.2.1.1S Identify words related to main events in a text with teacher modeling</p> <p>16.2.1.1R Identify main ideas of a text using story illustrations and teacher prompts</p> <p>16.2.1.1L Point to illustrations of key story details</p>	<p>N/A</p> <p>CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC.3.4.3.B4</p>	<p>Using visuals to support comprehension.</p> <p>Making connections from text to self.</p> <p>Helping verbs</p> <p>Adverbs of position</p> <p>Use the phrase to have</p>	<p>Students will demonstrate comprehension by coloring and drawing a picture from text.</p> <p>Making connections to personal experience through the use of a graphic organizer.</p> <p>Students will look at pictures and listen to sentences with helping verbs</p> <p>Students will cut pictures and make a cube with adverbs to play an adverb game</p> <p>Students will orally discuss family members with a partner using to have</p>	Neo Jr.	<p>Students will color a rainbow correctly.</p> <p>Students will make a family tree with a partner.</p> <p>Students will look at pictures and listen to the teacher use is and are and then point to the correct picture.</p> <p>Students will play a game to demonstrate and understanding of adverbs of position.</p> <p>Students will talk about families with a partner.</p>

		in response to teacher prompts					
6 Weeks Weeks 13-18	Units 4 & 5 My House Cool Clothes	<p>16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group.</p> <p>16.1.4-5.2L Select materials needed to complete tasks using phrases and short sentences with a partner</p> <p>16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model</p> <p>16.5.1.1R Identify labeled seasonal pictures with teacher modeling and prompts</p>	<p>CC.1.2.1.C Describe the connection between two individual, events, ideas, or pieces of information in a text.</p> <p>CC7.3.1.A</p>	<p>Making connections</p> <p>Compare and contrast</p> <p>Sentence structure</p>	<p>Students will draw the house they live in and talk about it.</p> <p>Students are going to fill in a chart to show how clothing is Alike and different in other countries.</p> <p>Use he/she is+ verb ing</p> <p>Am, are, is + ing</p>	Neo Jr.	<p>Students will use descriptive words to discuss the features of their house. Shape, color and number words are the focus of the oral presentation.</p> <p>Students will describe different types of clothing.</p> <p>Students will play a game using he/she + verb using pictures and pointing and orally answering the questions</p> <p>Coloring a picture and discussing clothing using am, are, is + ing</p>

<p>6 Weeks</p> <p>Weeks 19-24</p>	<p>Units 6 & 7</p> <p>My Toys</p> <p>My Body</p>	<p>16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group.</p> <p>16.1.4-5.2L Select materials needed to complete tasks using phrases and short sentences with a partner</p> <p>16.4.2-3.1R Sort labeled pictures of clothing, shelter. Or food on a graphic organizer with teacher modeling</p> <p>16.1.2-3.1W Illustrate personal experiences with a partner.</p>	<p>CC.1.2.1.A Identify the main idea and retell key details of text.</p> <p>CC.3.4.3.B4</p> <p>CC.3.3.3.A5</p>	<p>Visualize</p> <p>Identify Main Idea and Details</p> <p>Using simple present tense verbs</p> <p>Possessive adjectives</p>	<p>Students will use a visual to ask and answer questions about toys.</p> <p>Using text students will compare sculptures.</p> <p>Use the verb want correctly with a pronoun</p> <p>Students will use pictures to write sentences that include the correct possessive adjective</p>	<p>Neo Jr.</p>	<p>Students will draw and discuss their favorite toy and answer questions about it.</p> <p>Students will use a chart to document different sculptures features.</p> <p>Students will independently draw a line to answer questions that include a verb and a pronoun.</p> <p>Students will point to the correct picture after listening to sentences containing possessive adjectives.</p>
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<p>6 Weeks Weeks 25-30</p>	<p>Units 8 Good Food</p>	<p>16.1.4-5.4S Ask for and provide clarification of personal information during conversation in a small group.</p> <p>16.1.4-5.2L Select materials needed to complete tasks using phrases and short sentences with a partner</p> <p>16.1.2-3.1W Illustrate personal experiences with a partner.</p> <p>16.4.2-3.1R Sort labeled pictures of clothing, shelter, or food on a graphic organizer with teacher modeling</p>	<p>CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>CC.3.4.3.B4</p>	<p>Summarize</p> <p>Multiple Meaning Words</p> <p>Ask and answer questions</p> <p>Nouns</p> <p>Indefinite artles</p>	<p>After reading text students will draw and write.</p> <p>Students will use color words and food words interchangeably</p> <p>Students will answer questions about what they like using count and non-count nouns</p> <p>Students will show an understanding of A and an by playing a game with a partner</p>	<p>Neo Jr.</p>	<p>Students will draw and write about a favorite food based on the text.</p> <p>Students will illustrate foods using the appropriate colors.</p> <p>Students will discuss a favorite food with a partner.</p> <p>Students will independently circle pictures after hearing sentences with count and non-count nouns</p> <p>After viewing pictures of food students will play a game using an and a to describe pictures.</p>
<p>6 Weeks</p>	<p>Unit 9</p>	<p>16.1.4-5.4S Ask for and provide</p>	<p>CC.1.2.2.K Determine or clarify the</p>		<p>Students will read and write</p>	<p>Neo. Jr.</p>	

<p>Weeks 31-36</p>	<p>Animal Friends</p>	<p>clarification of personal information during conversation in a small group.</p> <p>16.1.4-5.2L Select materials needed to complete tasks using phrases and short sentences with a partner</p> <p>16.2.2-3.1R Match pictures of multiple meaning words to print with teacher monitoring.</p> <p>16.4.2-3.1W Sequence the life cycle of a plant or animal using labeled pictures</p>	<p>meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.3.K</p> <p>CC.3.1.k.A3</p>	<p>Scan for information in text.</p> <p>Use a dictionary</p> <p>Ask and answer questions</p> <p>Present progressive tense</p> <p>Draw and write</p>	<p>about animal Families</p> <p>Students will find words to describe how animals move</p> <p>Students will orally use They are + Verb + ing in a sentence about the pictuers</p>		<p>Students will use text information to find animal babies to match adult animals.</p> <p>Students will draw pictures to show how animals move, and show Life cycle of specific animals</p> <p>Students will discuss animals and how they move with a partner</p> <p>Students will discuss which animals are their favorites and why.</p> <p>Students ill use the progressive tense to ask and answer questions with a partner.</p> <p>Draw and write about a favorite animal</p>
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