

Hazleton Area School District

ELD Curriculum

Aligned to PA Core Standards and
English Language Proficiency Standards



(Kindergarten)

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. Kindergarten 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.

Kindergarten: Goal:

Caring for others and the world around us is an essential skill in becoming successful contributing members of society. Kindergarten 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 kindergarten students in the HASD is to become “caring kids” and lifelong learners.

English Language Proficiency Standards

Foundational Skills

Foundational skills are a set of basic phonological and phonetic skills students must master before they can become fluent readers.

Overarching Reading Foundational Skills Standards for Kindergarten

By the end of kindergarten, students will:

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

b. Use frequently occurring nouns and verbs.

L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

		16.2.K.B				
		CC.1.5.K.D				
		CC.2.1.K.A.2				
2-My Toys	<p>16.1.PK-K.1L Follow one-step oral commands with teacher modeling.</p> <p>16.1.PK-K.1R Sort labeled pictures of familiar objects (e.g. classroom items, family members) with teacher modeling.</p> <p>16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures.</p> <p>16.1.PK-K.1W Draw and/or label family members using models and illustrated word cards (e.g., grandma) in L1 or L2.</p> <p>16.3.PK-K.1L Assemble sets of objects in</p>	AL.2PK.B	<ul style="list-style-type: none"> • 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.
		1.1 K.C				

	<p>response to oral prompts (e.g., two pencils; three erasers) using manipulatives with teacher modeling and a partner.</p> <p>16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.</p>	16.2.K.C				
		16.2.K.B				
		CC.2.1.K.A.2				
		CC.1.5.K.D				

<u>Themes/ Unit</u>	<u>ELD Standards</u>	<u>CCSS</u>	<u>Objective</u>	<u>Content</u>	<u>Additional Resources</u>	<u>Performance Tasks/ Assessments</u>
5-Stories	<p>16.1.PK-K.1L Follow one-step oral commands with teacher modeling.</p> <p>16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures</p> <p>16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.</p> <p>16.2.PK-K.1W Illustrate a shared experience or event with teacher modeling</p> <p>16.3.PK-K.1L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with teacher modeling and a partner.</p>	<p>AL.2PK.B</p> <p>16.2.PK.C</p> <p>CC.1.5.K.C</p> <p>CC.1.4.K.M</p> <p>CC.2.1.K.8.2</p>	<ul style="list-style-type: none"> • 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 	<p>Language Arts</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>

Quarter 4: Unit 6-9

<u>Themes/ Unit</u>	<u>ELD Standards</u>	<u>CCSS</u>	<u>Objective</u>	<u>Content</u>	<u>Additional Resources</u>	<u>Performance Tasks/ Assessments</u>
6-I Like Food	<p>16.1.PK-K.1L Follow one-step oral commands with teacher modeling.</p> <p>16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures</p> <p>16.5.PK-K.1R Point to labeled illustrations of community workers in uniform with teacher prompts.</p> <p>16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.</p> <p>16.3.PK-K.1L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with teacher modeling and a partner.</p>	<p>AL.2.PK.B</p> <p>16.2.PK.C</p> <p>5.3.K.C</p> <p>CC.1.5.K.C</p>	<ul style="list-style-type: none"> • identify and name foods and drinks • talk about likes and dislikes • identify and name circles and squares 	<p>Health and Physical Education, Social Studies</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>

		CC.2.1.K.8.2				
7- Clothes	<p>16.3.PK-K.1L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with teacher modeling and a partner.</p> <p>16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.</p> <p>16.1.PK-K.1L Follow one-step oral commands with teacher modeling.</p> <p>16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures</p>	<p>CC.2.1.K.8.2</p> <p>CC.1.5.K.C</p> <p>AL.2 PK.B</p> <p>16.2.PK.C</p>	<ul style="list-style-type: none"> • identify and name clothing items • say what you and others are wearing in hot and cold weather • identify and name rectangles and triangles 	<p>Social Studies</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>
8- Animals	<p>16.3.PK-K.1L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with teacher modeling and a partner.</p>	<p>CC.2.1.K.8.2</p>	<ul style="list-style-type: none"> • identify and name animals • talk about actions that people and animals do • identify and name hearts 	<p>Science</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	

	<p>16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.</p> <p>16.1.PK-K.1L Follow one-step oral commands with teacher modeling.</p> <p>16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures</p> <p>16.4.PK-K.1R Match pictures illustrating seasonal changes in a group with teacher support following the read-aloud of a big book.</p> <p>16.4.PK-K.1W Distinguish living things from non-living by circling appropriate pictures with teacher modeling.</p>	<p>CC.1.5.K.C</p> <p>AL.2 PK.B</p> <p>16.2.K.C</p> <p>4.1.K.E</p>	<p>and stars</p>			
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		4.1.K.A				
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)

<u>Quarter 1: Units 1-3</u>						
<u>Themes/ Units</u>	<u>ELD Standards</u>	<u>CCSS</u>	<u>Objective</u>	<u>Content</u>	<u>Additional Resources</u>	<u>Performance Tasks/ Assessments</u>
1- My Classroom	<p>16.1.PK-K.2L Follow one-step oral commands in a small group.</p> <p>16.1.PK-K.3L Follow two-step oral commands in a small group.</p> <p>16.2.PK-K.2L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants in a small group.</p> <p>16.2.PK-K.3L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants.</p> <p>16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.</p> <p>16.2.PK-K.3S Retell a story with visual supports (e.g., realia, pictures, puppets) with a partner.</p> <p>16.3.PK-K.2L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with a partner.</p> <p>16.3.PK-K.3L Assemble sets of objects in response to oral prompts (e.g., two pencils; three erasers) using manipulatives with a teacher or classroom aide.</p>	<p>AL.2 PK.B</p> <p>CC.1.5.K.C</p> <p>CC.1.5.K.D</p> <p>CC.2.1.K.A. 2</p>	<ul style="list-style-type: none"> • name things in the classroom • talk about things in the classroom • say the color and number of things 	<p>Social and Instructional Language, Language Arts</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>

	<p>16.2.PK-K.2W Illustrate and label a shared experience or event using invented spelling with a partner.</p> <p>16.2.PK-K.3W Write about a shared experience or event in a shared group writing.</p>	CC.1.4.K.M				
2- My World	<p>16.1.PK-K.2L Follow one-step oral commands in a small group.</p> <p>16.1.PK-K.3L Follow two-step oral commands in a small group.</p> <p>16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.</p> <p>16.2.PK-K.3R Sequence main story events and key details using labeled pictures.</p> <p>16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles.</p> <p>16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.</p>	<p>AL.2 PK.B</p> <p>CC.1.3.K.A</p> <p>5.3.K.C</p>	<ul style="list-style-type: none"> • name things in nature • talk about natural things • ask where things are 	<p>Language Arts, Social Studies</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>
3- My Family	<p>16.1.PK-K.2L Follow one-step oral commands in a small group.</p> <p>16.1.PK-K.3L Follow two-step oral commands in a small group.</p> <p>16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.</p> <p>16.2.PK-K.3R Sequence main story events and key details using labeled pictures.</p> <p>16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles.</p> <p>16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.</p>	<p>AL.2 PK.B</p> <p>CC.1.3.K.A</p> <p>5.3.K.C</p>	<ul style="list-style-type: none"> • name family members • talk about family members • use numbers to talk about my family 	<p>Language Arts, Social Studies</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>

Quarter 2: Units 4 and 5

<u>Themes/ Units</u>	<u>ELD Standards</u>	<u>CCSS</u>	<u>Objective</u>	<u>Content</u>	<u>Additional Resources</u>	<u>Performance Tasks/ Assessments</u>
Extended Reading: "Cave Paintings" & Units 1-3 Review	<p>16.2.PK-K.2W Illustrate and label a shared experience or event using invented spelling with a partner.</p> <p>16.2.PK-K.3W Write about a shared experience or event in a shared group writing.</p>	CC.1.4.K.M	<ul style="list-style-type: none"> • 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	<p>16.1.PK-K.2L Follow one-step oral commands in a small group.</p> <p>16.1.PK-K.3L Follow two-step oral commands in a small group.</p> <p>16.2.PK-K.2L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants in a small group.</p> <p>16.2.PK-K.3L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants.</p> <p>16.1.PK-K.2R Identify the first letter of own name and/or names of familiar adults and children from a list.</p> <p>16.1.PK-K.3R Name letters from own name and match to letters found in classroom print with a partner.</p> <p>16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.</p>	AL.2 PK.B CC.1.5.K.C 1.1.K.C CC.1.3.K.A	<ul style="list-style-type: none"> • 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.

	16.2.PK-K.3R Sequence main story events and key details using labeled pictures.					
5- Cool Clothes	<p>16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.</p> <p>16.2.PK-K.3R Sequence main story events and key details using labeled pictures.</p> <p>16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles.</p> <p>16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.</p> <p>16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.</p> <p>16.2.PK-K.3S Retell a story with visual supports (e.g., realia, pictures, puppets) with a partner.</p>	<p>CC.1.3.K.A</p> <p>5.3.K.C</p> <p>CC.1.5.K.D</p>	<ul style="list-style-type: none"> • talk about clothes • talk about the colors of clothes • say what people are wearing 	<p>Language Arts, Social Studies</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>

Quarter 3: Unit 6

<u>Themes/ Units</u>	<u>ELD Standards</u>	<u>CCSS</u>	<u>Objective</u>	<u>Content</u>	<u>Additional Resources</u>	<u>Performance Tasks/ Assessments</u>
6- My Toys	<p>16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.</p> <p>16.2.PK-K.3R Sequence main story events and key details using labeled pictures.</p> <p>16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.</p> <p>16.2.PK-K.3S Retell a story with visual supports</p>	<p>CC.1.3.K.A</p> <p>CC.1.5.K.D</p>	<ul style="list-style-type: none"> • talk about toys • talk about things people want • talk about owning things 	<p>Social and Instructional Language, Language Arts</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>

	(e.g., realia, pictures, puppets) with a partner.					
Extended Reading: "A Shape Poem" & Units 4-6 Review	<p>16.2.PK-K.2W Illustrate and label a shared experience or event using invented spelling with a partner.</p> <p>16.2.PK-K.3W Write about a shared experience or event in a shared group writing.</p> <p>16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.</p> <p>16.2.PK-K.3S Retell a story with visual supports (e.g., realia, pictures, puppets) with a partner.</p>	<p>CC.1.4.K.M</p> <p>CC.1.5.K.D</p>	<ul style="list-style-type: none"> • read a shape poem. • draw a shape and write about it. 	<p>Social and Instructional Language, Language Arts, Social Studies</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Use Unit Quizzes and Final Test from the curriculum.</p>

Quarter 4: Units 7-9

<u>Themes/ Units</u>	<u>ELD Standards</u>	<u>CCSS</u>	<u>Objective</u>	<u>Content</u>	<u>Additional Resources</u>	<u>Performance Tasks/ Assessments</u>
7- My Body	<p>16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner.</p> <p>16.2.PK-K.3R Sequence main story events and key details using labeled pictures.</p> <p>16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles.</p> <p>16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.</p>	<p>CC.1.3.K.A</p> <p>5.3.K.C</p>	<ul style="list-style-type: none"> • name parts of the body • talk about parts of the body • talk about things we can do 	<p>Health and Physical Education, Social Studies</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr.</p> <p>-Finishline</p> <p>-Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>

<p>8- Good Friend</p>	<p>16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner. 16.2.PK-K.3R Sequence main story events and key details using labeled pictures.</p> <p>16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles. 16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.</p> <p>16.1.PK-K.2W Draw and label family members using models and illustrated word cards (e.g., This is ____.) in L1 or L2. 16.1.PK-K.3W Draw and describe family members using sentence frames and illustrated word cards (e.g., This is _____. He is _____.)</p>	<p>CC.1.3.K.A</p> <p>5.3.K.C</p> <p>16.2.K.B</p>	<ul style="list-style-type: none"> • name food • talk about things we like and don't like to eat • talk about my favorite food 	<p>Health and Physical Education, Social Studies</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr. -Finishline -Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>
<p>9- Animal Friends</p>	<p>16.2.PK-K.2R Sequence labeled pictures of main story events and key details with teacher support and/or a partner. 16.2.PK-K.3R Sequence main story events and key details using labeled pictures.</p> <p>16.5.PK-K.2R Match labeled illustrations of community workers to tools to identify roles. 16.5.PK-K.3R Sort labeled illustrations of objects associated with community workers using manipulatives.</p> <p>16.1.PK-K.2W Draw and label family members using models and illustrated word cards (e.g., This is ____.) in L1 or L2. 16.1.PK-K.3W Draw and describe family members using sentence frames and illustrated word cards (e.g., This is _____. He is _____.)</p>	<p>CC.1.3.K.A</p> <p>5.3.K.C</p> <p>16.2.K.B</p>	<ul style="list-style-type: none"> • name animals • talk about what animals can do • talk about what we want to do 	<p>Social Studies</p> <p>Link to ELA Curriculum</p>	<p>-Neo Jr. -Finishline -Language for Learning</p>	<p>*Formative Assessments are found in the margin after each lesson in the unit.</p>

