Hazleton Area School District

Literacy Curriculum

Aligned to PA Core Standards and

English Language Proficiency Standards



(2^{nd &} 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 <u>standards aligned system</u>. The framework is the first step, defining clear, high standards which will be <u>achieved</u> 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 <u>achievement gap</u> 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 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.

6 Weeks	Units 2 & 3	16.5.2-3.2L Match pictures	CC.1.3.2.K Read and	Text features	Using a photo students will	Neo Jr.	Use Satellite photos to describe the Earth.
Weeks	My Place in	of labeled	comprehend		describe the		Students will make inferences about the
7-12	the World	illustrations to	literature on	Sequence of	photos.		weather using pictures in the text.
		symbols from	grade-level,	Events	'		
	On the Move	oral description	reading		Students will		Students will use a graphic organizer to
		with a partner. 16.1.2-3.3W	independently	Inferences	make guesses about		outline the sequence of balloon launching
		Participate in a	and	Giving oral	information in		Using a map, students will give directions
		shared writing	proficiently.	directions	the text.		to play a game
		activity about a					, , ,
		common					Students will fill in a listen and check
		experience		Using verbs of	Students will		activity
				agreement	listen to a		
		16.5.2-3.3L			story and		
		Locate places on			determine the		
		a map follow			correct verb to		
		multi-step			be used in the		
		directions from			sentence		
		oral instructions					
CMaaka	Linita 4.0 F	with a partner.	C4 1 1		Caranana	Non In	Dood tout and
6 Weeks	Units 4 & 5	16.4.2-3.4S	Standard –	Compare and	Compare and contrast	Neo Jr.	Read text and Fill in a chart with both human and animal
Weeks	Our Senses	Compare objects	CC.1.2.3.L	Contrast	human and		senses
13-18	Our Serises	based on size,	Read and	Contrast	animal senses		Selises
15 16	Animal	shape, weight,	comprehend literary non-		ariiriai scriscs		Asking questions about the pictures.
	Habitats	color, texture	fiction and	Visualize	Ask and		risking questions about the pictures.
	riabitats	and feel using	informational	Visualize	answer		
		multiple	text on grade	Sense verbs	questions		
		expanded	level, reading		about pictures		
		sentences with a	independently		in a story		Use t charts to describe the five senses and
		partner	and		using a chart.		describe how things look, feel, taste, smell,
			proficiently.	Infinitives in use	_		and sound.
		16.1.2-3.3L	proficiently.		Complete a T -		
		Follow oral			Chart about		Students will find the correct sense verb in
		directions			animal and		the word bank to fill in sentences about
		verifying	CC.1.2.2.I		human senses		senses.
		requests with	Compare and				
		cues from	compare and contrast the				Students will write questions using infinitives.

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

6 Weeks	Units 8 & 9		CC.1.2.2.J			Neo Jr.	
		16.5.2-3.4L	Acquire and				
Weeks	Let's Celebrate	Follow multi-	use grade-	Use a dictionary	I al a m t i fi a m al a		
25-30	Celebrate	step directions	appropriate conversational,		Identify words about		Use alphabetical order to find words in a dictionary and write sentences using the
		16.1.2-3.3W	general		celebrations		words with a partner.
		Participate in a	academic, and		using a		·
		shared writing	domain-		dictionary		
		activity about a common	specific words	Regular and irregular verbs			Cut out cards with verbs and match and say sentences with a partner.
		experience	and phrases.	irregular verbs	Students ask		sentences with a partner.
					and answer		
					questions		
					using the past tense of		
					regular verbs		
6 Weeks	Unit 9	16.1.2-3.3L	CC.1.2.2.H	Finding Author's	Understand	Neo. Jr.	Describe the parts and contents of a
		Follow oral	Describe how	Purpose	that the		museum
Weeks	Му	directions	reasons		author is		Label a picture of a museum
31-36	Weekend	verifying	support		writing an informational		Answer questions about the author's
		requests with cues from	specific points the author	Answer and ask	text		purpose
		teachers or	makes in a	Wh questions			Parkers
		peers	text.		Students will		Student's talk about the past weekend
		16 1 2 2 2 2 4		Use inflectional	work with a		using what they did and didn't do with a
		16.1.2-3.3W Participate in a		Use inflectional ending ing with	partner to ask and answer		partner.
		shared writing		the verb go	questions		Describe past activities using go+ing.
		activity about a		_	about text.		
		common					
		experience					
		16.2.2-3.3L					
		Answer					
		questions about					

	author's point of			
	view			

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	16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model. 16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers 16.1.2-3.1R Match illustrations of school vocabulary with labels with visual supports 16.1.2-3.3W Participate in a shared writing activity about a common experience 16.2.2-3.1S Identify how a character feels by selecting labeled pictures showing emotion	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 — CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.	Ask and Answer Questions Compare and Contrast Personal pronouns	Using pictures students will ask and answer questions. Using a Venn Diagram students will compare China to Mexico. Listen, point, say	Neo Jr.	Use pictures from the text to identify family and in a group ask and answer questions about the family members After reading about people from China and Mexico fill in the Venn Diagram to compare them. Students look at pictures and listen to the teacher read. They point to what the teacher is saying while hearing pronouns. Number the pictures using present progressive first person plural pronouns

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

sentences with a				
partner	CC.1.2.2.B	Compare and	Work with a	
	Ask and	contrast	partner to	
	answer		discuss types	Write about a day in the space
16.3.2-3.4W	questions such	Prepositions of	of homes	station with a partner.
Describe data	as who, what,	place		
shown in tables,	where, when,			
charts or bar	why, and how	Subject	Work with a	Use true and false to answer
graphs using	to demonstrate	pronoun	partner to talk	questions that include prepositions
multiple	understanding	agreement	about a day in	of place
independent	of key details		a space	
sentences with a	in a text.		station	
guided model				While playing the game students
464222	CC.1.2.2.I	L.L	Using pictures	have to use the correct subject
16.1.2-3.3W	Compare and	Identify	identify	pronoun agreement
Participate in a	contrast the	Sequence of Events	prepositions	Using the song students write about
shared writing activity about a	most important	Events	of place	Using the song students write about
common	points		Students will	time.
experience	presented by		play a look	With a partner students will play a
experience	two texts on	Telling time	and	game and use adverbs of frequency
	the same topic.	Telling tille	remember	game and use daverss of frequency
			game	
16.1.4-5.1R		Adverbs of	game	
Match words or		frequency	Students	
short phrases (e.g.,		, ,	listen to a	
library, play sports)			song about	
to pictures			time	
associated with				
school community				
16.1.2-3.1L				
Position				
manipulatives or				
realia according to				
one-step oral				
commands to				
show special				
relations (e.g., put				

		the books on the					
		table)					
6 Weeks	Units 6 & 7	16.2.2-3.3W	CC.1.2.2.B			Neo Jr.	
		Compare and	Ask and				
Weeks 19-		contrast 'text to	answer	Asking	Use a chart		Ask a partner about what they
24	How Are	self' using a	questions such	Questions	to answer the		want on their face and illustrate a
	You?	variety of linking	as who, what,		question		picture.
		compare/contrast	where, when,		"Why do		
		words	why, and how		people paint		Use pictures of animals and ask a
	Awesome		to demonstrate		their faces?"		partner to tell how they move.
	Animals	16.5.2-3.5R	understanding				Use a Venn Diagram to show
		Identify cause	of key details	Pronouns and			how a Cassowary and an Ostrich
		and effect of	in a text.	adjectives	Ask and		are alike and different and show
		basic physical			answer		the cause and effect of various
		processes after	CC.1.2.2.I	Regular and	questions		animal characteristics.
		reading a grade-	Compare and	irregular	using		
		level text using a	contrast the	plurals	pictures.		Students will use the visuals from
		graphic organizer	most important				the story to discuss the pictures
			points	Using Can	Use a Venn		using pronouns and adjectives.
		16.1.2-3.1S	presented by	and Can't	Diagram		
		Give and ask for	two texts on				Students will read and write
		permission or	the same topic.	Compare and	Listen to a		sentences with can and can's
		make requests		Contrast	song, discuss		about animal abilities
		using single			feelings		
		words or gestures		C 1	using		Students will listen to questions
		to teacher or		Cause and	adjectives		from the story and answer yes or
		peers in		Effect	Ctradente mili		no correctly about the animal
		classroom			Students will		facts.
		situations		Cimple	read		
		16.1.2-3.1L		Simple	sentences and find the		
		Position		present			
		manipulatives or			correct plural for the		
		realia according			sentence.		
		to one-step oral			schence.		
		commands to			Students will		
		show special			write		
		relations (e.g., put			sentences		
		Terations (e.g., put	1		schulices	l	

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

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

Timeline Themes/Unit	ELD Standard	CCSS	Objective	Content	Additional Resources	Performance Tasks/ Assessments
Timeline Themes/Unit 6 Weeks Unit 0 & 1 Weeks 1-6 My Family Fun In Class	16.3.2-3.4W Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model. 16.1.2-3.3L Follow oral directions verifying requests with cues from teachers or peers 16.1.2-3.1R Match illustrations of	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 – CC.1.2.2.I Compare and contrast the most important points presented	Ask and Answer Questions Compare and Contrast Personal pronouns	Using pictures students will ask and answer questions. Using a Venn Diagram students will compare China to Mexico. Listen, point, say	Additional Resources Neo Jr.	Use pictures from the text to identify family and in a group ask and answer questions about the family members After reading about people from China and Mexico fill in the Venn Diagram to compare them. Students look at pictures and listen to the teacher read. They point to what the teacher is saying while hearing pronouns.
		*				hearing pronouns. Number the pictures using present progressive first person plural pronouns

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

sentences w	ith a		Work with a	
partner	CC.1.2.2.B	Compare and	partner to	
	Ask and answer	contrast	discuss types of	
	questions such		homes	Write about a day in the space
16.3.2-3.4W		Prepositions of		station with a partner.
Describe dat		place		•
shown in tab	where, when,	'	Work with a	
charts or bar	willy, and now	Subject	partner to talk	Use true and false to answer
graphs using	to demonstrate	pronoun	about a day in	questions that include prepositions
multiple	dilderstanding	agreement	a space station	of place
independent	of key details in	ag. comen		o. p.a.cc
sentences w	a text.		Using pictures	
guided mode	-1		identify	While playing the game students
garaca mout	CC.1.2.2.1		prepositions of	have to use the correct subject
16.1.2-3.3W	Compare and	Identify	place	pronoun agreement
Participate in	contrast the	Sequence of	piace	pronoun agreement
shared writin	most important	Events	Students will	Using the song students write about
activity abou	- Doints presented	Lvents	play a look and	time.
common	by two texts on		remember	time.
experience	the same topic.		game	With a partner students will play a
experience		Telling time	game	game and use adverbs of frequency
		Telling tillle	Students listen	game and use adverbs of frequency
			to a song	
16.1.4-5.1R		Adverbs of	about time	
Match words	s or	frequency	about time	
short phrase		lifequency		
(e.g., library,				
sports) to pic				
school comn	ilullity			
164224				
16.1.2-3.1L				
Position				
manipulative				
realia accord	_			
one-step ora				
commands t				
show special				
relations (e.g	g., put			

Weeks 19- 24 How Are voil of inking compare/contrast text to self using a variety of linking compare/contrast words Awesome Animals Amesome Animals Ask and answer questions such as who, what, when, when, when, when, when, who, and how to demonstrate to demonstrate to demonstrate a picture. CC1.1.2.1 Compare and contrast the most important points presented by two texts on the same topic. 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 Asking awariant and answer questions such as who, what, when,			the books on the					
Compare and contrast 'text to swho, what, who, what, words			table)	00100)	
Weeks 19- 24 How Are You? Awesome Animals Awesome Animals Amesome Animals Amesome Animals Animals	6 Weeks	Units 6 & 7					Neo Jr.	
How Are You? How Are You? Awesome Animals Awesome Animals Awesome Animals Aleast your department of the first years and effect of basic physical processes after reading a gradelevel text using a graphic organizer of the same topic. Tompare and the same topic. Tompare and contrast the 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 Awesome Animals Awesome Animals Aleast your demands to show, what, where, when, which demonstrate understanding of text. Identify case and effect of such a text. Listen to a Students will the function of the story to discuss the pictures. Students will use the visuals from the story to discuss feelings using adjectives. Students will read and write sentences and find the correct plural for the sentence. Students will issen to questions using promus and adjectives. Students w			1					
You? variety of linking compare/contrast words words words Awesome Animals 16.5.2-3.5R Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer by two texts on 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				-	_			
Awesome Animals Awesome Animals 16.5.2-3.5R Identify cause and effect of basic physical processes after reading a graphic organizer by the same topic. 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 or al commands to show special	24				Questions			
Awesome Animals 16.5.2-3.5R Identify cause and effect of basic physical processes after reading a gradelevel 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 Words		You?	1			-		picture.
Awesome Animals 16.5.2-3.5R Identify cause and effect of basic physical processes after reading a gradelevel text using a graphic organizer of 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 16.5.2-3.5R Identify cause and effect of basic physical processes after reading a gradelevel text using a a text. Pronouns and adjectives Ask and answer and can's their faces?" Pronouns and adjectives Ask and answer and contrast the most important purals pursions using pictures. Pronouns and adjectives Use a Venn Diagram to show the cause and effect of various animal characteristics. Students will use the visuals from the story to discuss the pictures using gronouns and adjectives. Using Can and Can't Cause and Contrast Compare and Contrast Compare and Contrast Compare and Contrast Compare and Contrast Compare and Contrast Students will read sentences and find the correct plural for the present Students will sentence. Students will siten to questions from the story and answer yes or no correctly about the animal facts. Students will write sentence. Students will write sentences using can and can't			*			•		
Animals 16.5.2-3.5R Identify cause and effect of basic physical processes after reading a gradelevel text using a graphic organizer of 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 16.5.2-3.5R Identify cause and effect of basic physical a text. adjectives and effect of basic physical atext. CC.1.2.2.1 Compare and contrast the most important adjectives and effect of various animal characteristics. 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 use the visuals from the story to discuss the pictures using pronouns and adjectives. Students will use the visuals from the story to discuss the pictures using pronouns and adjectives. Students will use the visuals from the story to discuss the pictures using pronouns and adjectives. Students will use the visuals from the story to discuss the pictures using pronouns and adjectives. Students will use the visuals from the story to discuss the pictures using pronouns and adjectives. Students will listen to questions from the story and answer yea or no correct plural for the sentence. Students will were dand effect of various animal characteristics. Students will use the visuals from the story to discuss the pictures using pronouns and adjectives. Students will use the visuals from the story to discuss feelings using adjectives. Students will use the visuals from the story to discuss from the story to discuss from the story to discuss feelings using adjectives. Students will use the visuals from the story to discuss from the story to discuss from the story to discuss feelings using adjectives. Students will use the visuals from the story to discuss from the story to discuss feelings using adjectives. Students wil		A	words					
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commands to show special using can and can't			_					
show special can't								
						_		
Telations (e.g.,			relations (e.g.,					

		put the books on the table.)			Students will ask yes/no questions with		
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 Identity how a character feels by selecting labeled pictures to show emotion 16.2.1.1R Students will	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).	Simple present using wh questions and answers Simple present with want + infinitive	<u> </u>	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
		identify main ideas of a text using story					

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

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

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

6 Weeks	Units 6 & 7	16.1.4-5.4S	CC.1.2.1.A			Neo Jr.	
		Ask for and	Identify the	Visualize	Students will use		Students will draw and discuss their
Weeks	My Toys	provide	main idea and		a visual to ask		favorite toy and answer questions
19-24		clarification of	retell key		and answer		about it.
	My Body	personal	details of text.		questions about		
		information			toys.		
		during					Students will use a chart to document
		conversation in a	CC.3.4.3.B4				different sculptures
		small group.			Using text		features.
				Identify Main	students will		
		16.1.4-5.2L	CC.3.3.3.A5	Idea and Details	compare		Students will independently draw a
		Select materials			sculptures.		line to answer questions that include
		needed to					a verb and a pronoun.
		complete tasks		Lising simple	Use the verb		Students will point to the correct
		using phrases		Using simple present tense	want correctly		picture after listening to sentences
		and short		verbs	with a pronoun		containing possessive adjectives.
		sentences with a		VCIDS	With a profitati		containing possessive adjectives.
		partner			Students will use		
				Possessive	pictures to write		
		1110010		adjectives	sentences that		
		16.4.2-3.1R			include the		
		Sort labeled			correct		
		pictures of			possessive		
		clothing, shelter. Or food on a			adjective		
		graphic organizer with					
		teacher					
		modeling					
		modeling					
		16.1.2-3.1W					
		Illustrate					
		personal					
		experiences with					
		a partner.					

6 Weeks	Units 8	16.1.4-5.4S	CC.1.2.2.K			Neo Jr.	
		Ask for and	Determine or	Summarize	After reading		Students will draw and write about
Weeks	Good Food	provide	clarify the		text students		a favorite food based on the text.
25-30		clarification of	meaning of		will draw and		
		personal	unknown and		write.		Students will illustrate foods using
		information	multiple-				the appropriate colors.
		during	meaning word	Multiple	Students will		
		conversation in a	and phrases	Meaning	use color words		
		small group.	based on	Words	and food words		Students will discuss a favorite
			grade-level		interchangeably		food with a partner.
		16.1.4-5.2L	reading and				
		Select materials	content,				Students will independently circle
		needed to	choosing from	Ask and			pictures after hearing sentences
		complete tasks	a range of	answer			with count and non-count nouns
		using phrases	strategies and	questions			
		and short	tools.				After viewing pictures of food
		sentences with a					students will play a game using an
		partner	CC.1.3.2.A				and a to describe pictures.
			Recount	Nouns	Students will		
		16100194	stories and		answer		
		16.1.2-3.1W	determine		questions about		
		Illustrate	their central	In definite	what they like		
		personal	message,	Indefinite	using count and		
		experiences with	lesson, or	artles	non-count		
		a partner.	moral.		nouns		
		16.4.2-3.1R			Students will		
		Sort labeled	CC 2 4 2 D 4		show an		
		pictures of	CC.3.4.3.B4		understanding		
		clothing, shelter,			of A and an by		
		or food on a			playing a game		
		graphic			with a partner		
		organizer with					
		teacher					
		modeling					
6 Weeks	Unit 9	16.1.4-5.4S	CC.1.2.2.K		Students will	Neo. Jr.	
		Ask for and	Determine or		read and write		
		provide	clarify the				

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