

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS

COURSE: English Language Arts	GRADE: K
STRAND: Foundational Skills	TIME FRAME: Year-long

PA CORE STANDARD

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

ESSENTIAL CONTENT

Book Handling

- CC.1.1.K.A: Utilize book handling skills.

Print Concepts

- CC.1.1.K.B: Demonstrate understanding of the organization and basic features of print.
 - Follow words left to right, top to bottom, and page by page.
 - Recognize that spoken words are represented in written language by specific sequences of letters.
 - Understand that words are separated by spaces in print.
 - Recognize and name all uppercase and lowercase letters of the alphabet.

Phonological Awareness

- CC.1.1.K.C: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 - Recognize and produce rhyming words.
 - Count, pronounce, blend, and segment syllables in spoken words.
 - Blend and segment onsets and rimes of single-syllable spoken words.
 - Isolate and pronounce the initial, medial vowel and final sound (phonemes) in the three-phoneme (CVC) words.

Phonics and Word Recognition

- CC.1.1.K.D: Know and apply grade-level phonics and word analysis skills in decoding words.
 - Demonstrate basic knowledge of one-to-one letter-sound correspondence.
 - Associate the long and short sounds with common spellings for the five major vowels.
 - Read grade-level high-frequency sight words with automaticity.
 - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

- CC.1.1.K.E: Read emergent-reader text with purpose and understanding.

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COURSE STANDARDS

COURSE: English Language Arts	GRADE: K
STRAND: Reading Informational Text	TIME FRAME: Year-long

PA CORE STANDARD

1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details

- **Main Idea:**
 - CC.1.2.K.A: With prompting and support, identify the main idea and retell key details of text.
- **Text Analysis:**
 - CC.1.2.K.B: With prompting and support, answer questions about key details in a text.
 - CC.1.2.K.C: With prompting and support, make a connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- **Text Structure**
 - CC.1.2.K.E: Identify parts of a book (title, author) and parts of a text (beginning, end, details).
- **Vocabulary**
 - CC.1.2.K.F: With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

- **Diverse Media**
 - CC.1.2.K.G: Answer questions to describe the relationship between illustrations and the text in which they appear.
- **Evaluating Arguments**
 - CC.1.2.K.H: With prompting and support, identify the reasons an author gives to support points in a text.
- **Analysis Across Texts**
 - CC.1.2.K.I: With prompting and support, identify basic similarities and differences between two texts (read or read aloud) on the same topic.

Vocabulary Acquisition and Use

- CC.1.2.K.J: Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.
- CC.1.2.K.K: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based upon grade-level reading and content.

Range of Reading

- CC.1.2.K.L: Actively engage in group reading activities with purpose and understanding.

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COURSE STANDARDS	
COURSE: English Language Arts	GRADE: K
STRAND: Reading Literature	TIME FRAME: Year-long

PA CORE STANDARD
1.3 Reading Literature <i>Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</i>

ESSENTIAL CONTENT
<p>Key Ideas and Details</p> <ul style="list-style-type: none"> • Theme: <ul style="list-style-type: none"> ○ <u>CC.1.3.K.A:</u> With prompting and support, retell familiar stories including key details. • Text Analysis: <ul style="list-style-type: none"> ○ <u>CC.1.3.K.B:</u> Answer questions about key details in a text. • Literary Elements: <ul style="list-style-type: none"> ○ <u>CC.1.3.K.C:</u> With prompting and support, identify characters, settings, and major events in a story. <p>Craft and Structure</p> <ul style="list-style-type: none"> • Point of View <ul style="list-style-type: none"> ○ <u>CC.1.3.K.D:</u> Name the author and illustrator of a story and define the role of each in telling the story. • Text Structure <ul style="list-style-type: none"> ○ <u>CC.1.3.K.E:</u> Recognize common types of text. • Vocabulary <ul style="list-style-type: none"> ○ <u>CC.1.3.K.F:</u> Ask and answer questions about unknown words in a text. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Sources of Information <ul style="list-style-type: none"> ○ <u>CC.1.3.K.G:</u> Make connections between the illustrations and the text in a story (read or read aloud). • Text Analysis <ul style="list-style-type: none"> ○ <u>CC.1.3.K.H:</u> Compare and contrast the adventures and experiences of characters in familiar stories. <p>Vocabulary Acquisition and Use Strategies</p> <ul style="list-style-type: none"> ○ <u>CC.1.3.K.I:</u> Determine or clarify the meaning of unknown or multiple- meaning words and phrases based upon grade-level reading and content. <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ○ <u>CC.1.3.K.J:</u> Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <p>Range of Reading</p> <ul style="list-style-type: none"> ○ <u>CC.1.3.K.K:</u> Actively engage in group reading activities with purpose and understanding.

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COURSE STANDARDS	
COURSE: English Language Arts	GRADE: K
STRAND: Writing	TIME FRAME: Year-long

PA CORE STANDARD
<p>1.4 Writing <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p>

ESSENTIAL CONTENT
<p>Informative/Explanatory</p> <ul style="list-style-type: none"> ○ <u>CC.1.4.K.A</u>: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts. • Focus <ul style="list-style-type: none"> ○ <u>CC.1.4.K.B</u>: Use a combination of drawing, dictating, and writing to focus on one specific topic. • Content <ul style="list-style-type: none"> ○ <u>CC.1.4.K.C</u>: With prompting and support, generate ideas and details to convey information that relates to the chosen topic. • Organization <ul style="list-style-type: none"> ○ <u>CC.1.4.K.D</u>: Make logical connections between drawing and dictation/writing. • Style <ul style="list-style-type: none"> ○ <u>CC.1.4.K.E</u>: With prompting and support, illustrate using details and dictate/write using descriptive words. • Conventions of Language <ul style="list-style-type: none"> ○ <u>CC.1.4.K.F</u>: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. <p>Opinion/Argumentative</p> <ul style="list-style-type: none"> ○ <u>CC.1.4.K.G</u>: Use a combination of drawing, dictating, and writing to compose opinion pieces on familiar topics. • Focus <ul style="list-style-type: none"> ○ <u>CC.1.4.K.H</u>: Form an opinion by choosing between two given topics. • Content <ul style="list-style-type: none"> ○ <u>CC.1.4.K.I</u>: Support the opinion with reasons. • Organization <ul style="list-style-type: none"> ○ <u>CC.1.4.K.J</u>: Make logical connections between drawing and writing. • Conventions of Language <ul style="list-style-type: none"> ○ <u>CC.1.4.K.L</u>: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize the first word in a sentence and the pronoun I. • Recognize and use end punctuation. • Spell simple words phonetically. <p>Narrative</p> <ul style="list-style-type: none"> ○ <u>CC.1.4.K.M</u>: Use a combination of drawing, dictating, and writing to compose narratives that describe real or imagined experiences or events. • Focus

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- CC.1.4.K.N: Establish who and what the narrative will be about.
- **Content**
 - CC.1.4.K.O: Describe experiences and events.
- **Organization**
 - CC.1.4.K.P: Recount a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
- **Conventions of Language**
 - CC.1.4.K.R: Demonstrate a grade- appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
 - Capitalize first word in sentence and pronoun I.
 - Recognize and use end punctuation.
 - Spell simple words phonetically.

Production & Distribution of Writing

- **Writing Process**
 - CC.1.4.K.T: With guidance and support from adult and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Technology & Publication

- CC.1.4.K.U: With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.

Conducting Research

- CC.1.4.K.V: Participate in individual or shared research projects on a topic of interest.

Credibility, Reliability, and Validity of Sources

- CC.1.4.K.W: With guidance and support, recall information from experiences or gather information from provided sources to answer a question.

Range of Writing

- CC.1.4.K.X: Write routinely over short time frames.

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COURSE STANDARDS	
COURSE: English Language Arts	GRADE: K
STRAND: Speaking and Listening	TIME FRAME: Year-long

PA CORE STANDARD
1.5 Speaking and Listening <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i>

ESSENTIAL CONTENT
<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • Collaborative Discussion <ul style="list-style-type: none"> ○ <u>CC.1.5.K.A</u>: Participate in collaborative conversations with peers and adults in small and larger groups. • Critical Listening <ul style="list-style-type: none"> ○ <u>CC.1.5.K.B</u>: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. • Evaluating Information <ul style="list-style-type: none"> ○ <u>CC.1.5.K.C</u>: Ask and answer questions in order to seek help, get information, or clarify something that is not understood. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Purpose, Audience, and Task <ul style="list-style-type: none"> ○ <u>CC.1.5.K.D</u>: Share stories, familiar experiences, and interests, speaking clearly enough to be understood by all audiences using appropriate volume. • Context <ul style="list-style-type: none"> ○ <u>CC.1.5.K.E</u>: Speak audibly and express thoughts, feelings, and ideas clearly. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> ○ <u>CC.1.5.K.G</u>: Demonstrate command of the conventions of standard English when speaking, based on kindergarten level and content.

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CONTENT UNITS

COURSE: English Language Arts

GRADE: K

UNIT 1

THEME: Getting to know you/ I am special

ESSENTIAL QUESTIONS:

- What does it mean to be a good listener?
- What does a good listener do?
- How do pictures aid comprehension?
- What are the parts of a book?
- Why are they important to me?
- What are sight words?
- Why do we teach them?
- What does it mean to be a good speaker?
- What does a good speaker do?
- What does an author do?
- How do writers share different ideas?
- How does music help us to understand poems?
- How can I remember what I learn in informational text?
- Does a poem have to have rhyming words?

UNIT OBJECTIVES:

- Explore and demonstrate phonemic awareness skills (rhyming words, initial and final sound isolation, segment, count, and blend syllables, counting words in a sentence, blending onset and rime).
- Demonstrate book handling skills.
- Identify letter names, sounds, and formation.
- Actively engage in group reading activities.
- Identify story elements (characters, setting, main idea, details).
- Explore vocabulary words.
- Explore high frequency words.
- Respond to literature and express ideas through a combination of drawing and writing.
- Explore parts of speech (nouns, verbs, and pronouns).
- Explore the mechanics of writing (punctuation).

ACADEMIC VOCABULARY:

- Following Directions
- Line
- Listening Skills
- Circle
- Rhyme
- Left to Right
- Syllable
- Alphabet
- Letters
- Front
- Back

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- Middle
- Name
- Illustration
- Text
- Sight Word
- Title
- Author
- Noun
- Fiction
- Punctuation mark
- Uppercase
- Lowercase
- Consonant
- Vowel
- Verb
- Words
- Top
- Bottom
- Same
- Different
- Suffix
- Pronoun
- Nonfiction
- Retell
- Sequence
- Character
- Events
- Opinion
- Information
- Opposites
- Photograph (photo)
- Detail
- Character
- Events
- Main Idea

LITERARY TEXTS:

- Chicka Boom Boom
- The Kissing Hand
- Miss Bindergarten Gets Ready for Kindergarten
- Pete The Cat Rocking In My School Shoes
- No David!
- Moo, Moo, Brown Cow
- Mary Wore her Red Dress (Poem)
- I See My Colors
- From Anne to Zach
- The Alphabet Song (Song)
- First Day of School
- I Read Signs

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- Look Out Kindergarten, Here I Come
- Jazzbo & Googy
- Mary Had a Little Lamb
- Brown Bear, Brown Bear What Do You See?
- Where's My Teddy
- Mice Squeak, We Speak
- If you're Happy and You Know it (Song)
- Everything Grows (Poem)
- Sounds We Hear
- Polar Bear, Polar Bear
- Pet Day
- Hello Toes, Hello Feet
- Fingers and Feet (Poem)
- Loop Dee Loo (Song)
- My Bus
- Your Body
- Fall is Here
- Go, Go, Go
- The Body Book
- Mother, Mother I Want Another
- Heads Shoulders Knees and Toes (Song)
- My Five Senses
- From Seed to Pumpkin
- The Party
- Peanut Butter and Jelly
- Bunny Cakes
- The Kitchen Sink Song (Song)
- How Elephant Made Peanut Butter
- Picking Apples and Pumpkins
- Pete the Cat I Love My White Shoes
- The Salad
- Hold the Anchovies
- Yellow Butter (Poem)
- Old Mister Rabbit (Song)
- Stلالuna
- Owl Babies
- I Am
- Stone Soup
- Dig a Little Hole (Poem)
- Pam and Sam
- Where the Wild Things Are
- The Mat

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CONTENT UNITS

COURSE: English Language Arts

GRADE: K

UNIT 2

THEME: Families

ESSENTIAL QUESTIONS:

- How can we share what we learn from a story?
- What are some ways that I get information?
- How can making a picture in my head about a story help me understand the text?
- How does making rhymes help me to understand sounds?
- Why do we need pictures in some text?
- How do charts and graphs help our understanding?
- Why do we read stories about animals?
- How do photos and labels help us to understand text?
- How does comparing and contrasting elements in a story help us to comprehend?

UNIT OBJECTIVES:

- Explore and demonstrate phonemic awareness skills (rhyming words, initial and final sound isolation, short vowel sounds in the medial position, segment and count phonemes in words, segment, count, and blend syllables, counting words in a sentence, blending onset and rime).
- Identify and create short vowel word chains.
- Connect correct letters to sounds in all positions of a CVC word.
- Demonstrate book handling skills.
- Identify letter names, sounds, and formation.
- Actively engage in group reading activities.
- Identify story elements (characters, setting, main idea, details, retelling, asking and answering questions about key details).
- Make connections between text and illustration.
- Explore vocabulary words.
- Identify and read high frequency words with accuracy and fluency.
- Respond to literature and express ideas through a combination of drawing and writing.
- Explore parts of speech (nouns, verbs, and pronouns).
- Explore suffixes (-s, -ed, -ing).
- Explore the mechanics of writing (capitalization, punctuation, and spacing).

ACADEMIC VOCABULARY:

- Measure
- Main Idea
- Retell
- Edit
- Number
- Ingredients
- Onomatopoeia
- Prediction
- Author's purpose
- Folktale

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- Problem
- Problem
- Solution
- Genre
- Adjective
- Plural
- Holiday
- Realistic fiction
- Friendly letter
- Fairytale
- Past tense
- Seasons
- Caption
- Connections
- Compare
- Contrast

LITERARY TEXTS:

- Warthogs in the Kitchen
- Five Little Monkeys (Song)
- Aiken Drum
- We Go
- Little Miss Muffet
- How Did That Get In My Lunchbox
- The Crayon Box that Talked
- Wojapi Time
- What Did You Put in Your Pocket? (Poem)
- Lily's Purple Plastic Purse
- Bingo (Song)
- I Nap
- I Took My Frog to the Library
- Down by the Bay (Song)
- The Terrible Tragadabas
- What Did People Wear?
- Long Ago and Today
- Thanksgiving Then and Now
- Tap, Tap, Tap
- Off We Go!
- A Birthday Basket for Tia
- Winter Birds (Poem)
- Happy Birthday
- The Park
- Dear Juno
- Jamaica's Find
- The Very Nicest Place (Poem)
- Meet My Family
- Sit on My Chair
- Let's Go Froggy
- The Three Little Pigs

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- The Three Bears
- A Frog Someday
- My Pig
- Does a Kangaroo Have a Mother Too?
- Are You There Baby Bear?
- Three Billy Goats Gruff
- Five Speckled Frogs (Song)
- The Mitten
- I Have, You Have
- A Time For Playing
- Mary Had A Little Lamb (Rhyme)
- Chicken Forgets
- Frog and Toad are Friends
- Soup
- The Snowy Day
- When Winter Comes
- The Town Mouse and the Country Mouse
- The Kitty Ran Up The Tree (Poem)
- Chameleon, Chameleon
- A Color of His Own
- Five Little Pigs (Poem)
- The Dig

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CONTENT UNITS

COURSE: English Language Arts

GRADE: K

UNIT 3

THEME: Animals and Insects

ESSENTIAL QUESTIONS:

- How do diagrams inform textual content?
- How does the sequence of events help us understand the lifecycle of living things?
- Why do authors use folktales to teach a lesson?
- How does the author use sound words to make stories more interesting?
- Why is it important to read stories from different continents?
- How does the author use positional words to help us understand a text?
- How does the author use words and actions to show a character's feelings?
- How are the characters, settings, and events in some stories similar to the people, places and things in your life?
- How is the author's choice of characters important in his/her story?

UNIT OBJECTIVES:

- Explore and demonstrate phonemic awareness skills (rhyming words, isolate sounds in all positions of CVC words, segment, count, and blend syllables, segment, count, and blend phonemes, blending onset and rime).
- Exploring long vowel sounds.
- Identify and create short vowel word chains.
- Connect correct letters to sounds in all positions of a CVC word.
- Build, write, and decode CVC words.
- Identify and apply digraphs (wh, ch, sh, th, ck).
- Demonstrate book handling skills.
- Identify letter names, sounds, and formation.
- Actively engage in group reading activities.
- Identify story elements (characters, setting, main idea, details, retelling, asking and answering questions about key details).
- Make connections between people, events, ideas, and information through literature.
- Make connections between text and illustration.
- Explore and compare different genres of text.
- Explore the author's purpose.
- Compare and contrast familiar texts (characters, setting, plot, and problem-solution).
- Explore vocabulary words.
- Identify and read high frequency words with accuracy and fluency.
- Respond to literature and express ideas through a combination of drawing and writing.
- Explore parts of speech (nouns, verbs, and pronouns).
- Explore suffixes (-s, -ed, -ing).
- Explore the mechanics of writing (capitalization, punctuation, and spacing).

ACADEMIC VOCABULARY:

- Table of contents
- Diagram
- Label
- Ordinal numbers

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- Context clues
- Folktale
- Audio text
- Setting
- Prediction
- Onomatopoeia
- Rhythm
- Alliteration
- Position words
- Shape
- Money
- Verse
- Transportation

LITERARY TEXTS:

- Look Closer
- The Ants and the Grasshopper
- Ants, Ants and More Ants
- The Ants Go Marching (Song)
- Ants
- Ants in Pants
- Kip the Ant
- Butterfly
- The Very Hungry Caterpillar
- Fuzzy Wuzzy Creepy Crawly (Poem)
- The Grouchy Ladybug
- Charlie the Caterpillar
- The Big Ram
- Wonderful Worms
- Anansi & the Biggest Sweetest Melon
- The Ants Go Marching (Song)
- When it Comes to Bugs (Poem)
- The Eency Weency Spider (Song)
- What Can Hop?
- Walking Through the Jungle
- The Animal Boogie Song
- Where Animals Live
- Elmer
- How Do They Move?
- The Bear Went over the Mountain (Song)
- I Can See It!
- So Say the Little Monkeys
- The Little Turtle (Poem)
- Turtle, Tortoise
- The Town Rat and The Country Rat
- Counting Crocodiles
- Kanchil and the Crocodile
- What is in the Box?
- The Hare and the Tortoise
- Going on Bear Hunt
- Bear Hunt Action Song

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- Cool Bear Hunt Action Song
- The Strongest One of All
- What Do You Do With a Tail Like This?
- Hop on Top
- The Shape Of Things
- Bennie's Pennies
- Mr. Backward (Poem)
- Shapes Everywhere
- The Little Cloud
- A Big, Big Van
- Weather
- The Elves and the Shoemaker
- My Pet Spider (Poem)
- Goodbye, Hello
- Down By the Bay (Song)
- Changing Weather
- I Wanna Iguana
- My Neighborhood
- Come In
- Caps For Sale!
- Sing A Song of People (Song)
- Hop In!
- The Napping House
- Click Clack Moo Cows That Type
- Going Places!

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CONTENT UNITS

COURSE: English Language Arts

GRADE: K

UNIT 4

THEME: All around the town

ESSENTIAL QUESTIONS:

- How does the author use dialogue to persuade?
- How does the author use riddles to get the reader's attention?
- Why does the author use photographs instead of illustrations?
- How does the author's choice of vocabulary aid in comprehension?
- How does the author use the sequence of events to develop a conclusion?
- How does acting out a story increase comprehension?
- How does rhyming enhance the entertainment of texts?
- How did adding notes to the end of a book add to the understanding of the text?
- How does the author use describing words to create a picture of the setting in the reader's mind?
- How does the use of two languages by the author entertain and teach us through song?

UNIT OBJECTIVES:

- Explore and demonstrate phonemic awareness skills (rhyming words, isolate sounds in all positions of CVC words, segment, count, and blend syllables, segment, count, and blend phonemes, blending onset and rime).
- Discriminating long vowel and short vowel sounds in words.
- Connect correct letters to sounds in all positions of a CVC word.
- Build, write, and decode CVC words.
- Read simple sentences with accuracy and fluency.
- Identify and apply digraphs (wh, ch, sh, th, ck).
- Demonstrate book handling skills.
- Actively engage in group reading activities.
- Identify story elements (characters, setting, main idea, details, retelling, asking and answering questions about key details).
- Make connections between people, events, ideas, and information through literature.
- Make connections between text and illustration.
- Explore and compare different genres of text.
- Explore the author's purpose.
- Compare and contrast familiar texts (characters, setting, plot, and problem-solution).
- Explore vocabulary words.
- Identify and read high frequency words with accuracy and fluency.
- Respond to literature and express ideas through a combination of drawing and writing.
- Explore different forms of writing (opinion, narrative, informative, persuasive, and letter-writing).
- Explore parts of speech (nouns, verbs, and pronouns).
- Explore suffixes (-s, -ed, -ing).
- Apply/demonstrate the proper mechanics of writing (capitalization, punctuation, and spacing).

ACADEMIC VOCABULARY:

- Dialogue
- Speech bubble
- Occupation
- Similar
- Synonym

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- Conclusion
- Result
- Antonyms
- Informational text
- Reader's Theater
- Exclamation mark
- Period
- Question mark
- Ocean
- Spine (Multi meaning-fish/book)
- Notes
- Cooperate
- Pie graph
- Different languages
- Onomatopoeia

LITERARY TEXTS

- The Big Yellow Bus
- The Bus Song (Song)
- Don't Let the Pigeon Drive the Bus
- All Kinds of Farms
- Is It For Me?
- Career Day
- Guess Who?
- We Can Fix
- Neighbors at Work
- Jobs in a Community
- Franklin in the Dark
- This Is the Way We Go to School (Song)
- Jamaica's Find
- Knuffle Bunny
- A Pocket for Corduroy
- A Hat I Like
- How Rabbit Lost His Tail
- A Plant Has Needs
- Parts of a Plant
- Brainpop Jr. Plants
- Five Little Ducks
- Bear in There (Poem)
- The Ugly Duckling
- Ducklings Grow Up
- A Backyard Garden
- Little Cat, Big Cat
- Come Along Daisy
- What's What?
- But I Can
- Bird Homes
- Q is for Duck
- Silly Sally
- Henny Penny

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- Blame (Poem)
- Chicken Little
- The Little Red Hen
- A Day on My Farm
- Up, Up, Up
- Splash in the Ocean!
- Fish Faces
- Is It A Fish?
- Pout Pout Fish
- Hiding in the Sea
- Pout Pout Fish (book & song)
- Pout Pout Fish in the Big Big Dark
- Swimmy
- There's A Hole in the Middle of the Sea (Song)
- Clean Beaches
- Life at the Beach
- A House For Hermit Crab
- It Is Fun
- The Seashore Noisy Book
- The Little Fishes (Song)
- At the Shore
- Going to the Beach
- A Bug Can Tug
- Sid Hid
- In A Sub

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:

- Class discussion
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- I do, we do, you do
- Integrated technology and 21st century skills
- K/W/L's
- Magnetic Letter Boards and tiles
- Modeling
- Online resources
- Sentence frames
- Skywriting
- Think aloud
- Think/pair/share
- Thinking Maps
- Tracing Mats
- Writing prompts/sentence starters
- Writing boards

TEACHER CREATED MATERIALS:

- Center activities
- Literacy Stations
- Graphic organizers
- Charts
- Diagrams
- Writing starters
- Discussion questions
- Picture starters

ASSESSMENTS:

Summative

- DIBELS Benchmark assessment
- District assessments
- Portfolio
- Rubric
- ACCESS

Formative

- DIBELS Progress Monitoring
- Collaborative learning
- Graphic organizers
- Journals/logs

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- Teacher Observation
- Anecdotal Records

Diagnostic

- RGR – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- PAST – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS

REMEDIATION:

- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Re-teaching challenging concepts to gain mastery
- SAS Portal
- Peer or volunteer tutoring

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity

ELL Differentiation: Math & ELA Overlay: <http://pdesas.org/Page/Viewer/ViewPage/15>
ELL Differentiation Tool: <http://ell.eslportalpa.info/differentiation-tool/>

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:

- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Instructional Support Teachers
- Related Arts Teachers
- Special Education Teachers

ADDITIONAL RESOURCES:

- Benchmark Universe
- Reading A-Z
- Study Dog
- Brain Pop Jr.
- Discovery Education

English Language Development Standard 1: English language learners communicate information, ideas, and concepts necessary for academic success for **Social and Instructional** purposes.

Grade Level: Pre-K-Kindergarten

16.1.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.1.PK-K.1L Follow one-step oral commands with teacher modeling.	16.1.PK-K.2L Follow one-step oral commands in a small group.	16.1.PK-K.3L Follow two-step oral commands in a small group.	16.1.PK-K.4L Follow oral directions as presented in a context (e.g. conversation, song) in a small group.	16.1.PK-K.5L Follow sequential commands with visual or non-verbal cues.	AL.2 PK.B
	Reading	16.1.PK-K.1R Sort labeled pictures of familiar objects (e.g. classroom items, family members) with teacher modeling.	16.1.PK-K.2R Identify the first letter of own name and/or names of familiar adults and children from a list.	16.1.PK-K.3R Name letters from own name and match to letters found in classroom print with a partner.	16.1.PK-K.4R Match pictures of classroom objects beginning with similar sounds too familiar words (e.g., pen, pencil) in a small group.	16.1.PK-K.5R Identify or read words in functional print with visual cues with a partner.	1.1 PK.B 1.1 K.C
PRODUCTIVE	Speaking	16.1.PK-K.1S Repeat and respond to chants about asking an adult for help in small groups using gestures.	16.1.PK-K.2S Produce simple statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.3S Produce expanded statements about asking an adult for help using oral sentence starters and models.	16.1.PK-K.4S Tell about a time you asked for an adult for help using models.	16.1.PK-K.5S Elaborate with details on a time you asked an adult for help using models.	16.2.PK.C 16.2.K.C
	Writing	16.1.PK-K.1W Draw and/or label family members using models and illustrated word cards (e.g., grandma) in L1 or L2.	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 _____.)	16.1.PK-K.4W Produce illustrated stories about family members using related sentence frames and illustrated word cards.	16.1.PK-K.5W Produce illustrated stories about family members with a classroom aide.	16.2.PK.B 16.2.K.B

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
Grade Level: Pre-K-Kindergarten

16.2.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.2.PK-K.1L Mimic teacher physical movements while listening to songs or chants (e.g., “Itsy Bitsy Spider” or “Head, Shoulders”).	16.2.PK-K.2L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants in a small group.	16.2.PK-K.3L Perform physical actions independently in response to verbal prompts in rehearsed songs or chants.	16.2.PK-K.4L Reenact part of a song or chant in response to verbal prompts in a small group.	16.2.PK-K.5L Reenact songs or chants in response to verbal prompts and digital media.	CC.1.5.PK.C CC.1.5.K.C
	Reading	16.2.PK-K.1R Sequence labeled pictures of main story events (e.g., first, next, last) with teacher support.	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.	16.2.PK-K.4R Match illustrations of key story details with sequence words cards in a small group.	16.2.PK-K.5R Locate sequence words in a story with visual support (e.g., illustrated flash cards 16.2.PK-K.1S or word wall).	CC.1.3.PK.A CC.1.3.K.A
PRODUCTIVE	Speaking	16.2.PK-K.1S Respond to Yes/No questions about an illustrated story.	16.2.PK-K.2S Respond to questions with one or two words or short phrases about an illustrated story.	16.2.PK-K.3S Retell a story with visual supports (e.g., realia, pictures, puppets) with a partner.	16.2.PK-K.4S Summarize the events of a story using visual supports with a partner.	16.2.PK-K.5S Express an opinion about a story or experience using visual supports and speaking prompts (e.g., I think...; I like...)	CC.1.5.PK.D CC.1.5.K.D
	Writing	16.2.PK-K.1W Illustrate a shared experience or event with teacher modeling.	16.2.PK-K.2W Illustrate and label a shared experience or event using invented spelling with a partner.	16.2.PK-K.3W Write about a shared experience or event in a shared group writing.	16.2.PK-K.4W Write initial sound of words describing a shared experience or event in a shared group writing.	16.2.PK-K.4W Write about a shared experience or event using high frequency words in a shared group writing.	CC.1.4.K.M

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

Grade Level: Pre-K-Kindergarten

16.3.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	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.	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.	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.	16.3.PK-K.4L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives with a partner.	16.3.PK-K.5L Assemble sets of objects in response to multi-step oral prompts (e.g., two pencils and three erasers) using manipulatives.	CC.2.1.PK.A.2 CC.2.1.K.A.2
	Reading	16.3.PK-K.1R Identify labeled pictures of shapes in response to oral prompts with manipulatives and teacher modeling.	16.3.PK-K.2R Sort labeled pictures of shapes with manipulatives and a partner.	16.3.PK-K.3R Match pictures of shapes to labels with manipulatives and a partner.	16.3.PK-K.4R Identify words related to shapes in phrases or short sentences in a small group.	16.3.PK-K.5R Identify words related to shapes in phrases or short sentences with manipulatives and a word bank.	CC.2.3.PK.A.1 CC.2.3.K.A.1
PRODUCTIVE	Speaking	16.3.PK-K.1S Repeat attributes of objects using words (e.g., long, short, heavy) or gestures with teacher modeling.	16.3.PK-K.2S State attributes of objects (e.g., long pencil, short chalk) using manipulatives with teacher support.	16.3.PK-K.3S Describe attributes of objects (e.g., This pencil is long.) using manipulatives with a partner.	16.3.PK-K.4S Compare attributes of objects using some technical language (e.g., This pencil is long. That one is short.) using manipulatives with a partner.	16.3.PK-K.5S Specify similarities and differences of attributes of objects using technical language (e.g., long, longer, longest) in a group.	CC.2.4.PK.A.1 CC.2.4.K.A.1
	Writing	16.3.PK-K.1W Describe measurable attributes of objects by tracing high frequency words (e.g., big; small) with a partner.	16.3.PK-K.2W Describe measurable attributes of objects using a pre-printed worksheet with a partner.	16.3.PK-K.3W Describe measurable attributes of objects using a pre-printed worksheet.	16.3.PK-K.4W Describe measurable attributes of objects with technical vocabulary using a pre-printed worksheet.	16.3.PK-K.5W Describe measurable attributes of objects with technical vocabulary with an illustrated word bank.	CC.2.4.PK.A.1 CC.2.4.K.A.1

English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

Grade Level: Pre-K-Kindergarten

16.4.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.4.PK-K.1L Identify the three types of earth materials (rock, soil, and sand) by pointing to pictures, graphics or samples with teacher prompts.	16.4.PK-K.2L Collect types of earth materials as directed by one-step teacher prompts.	16.4.PK-K.3L Respond to WH-questions about the three types of earth materials in a small group.	16.4.PK-K.4L Identify the three types of earth materials following two-step oral directions in a small group.	16.4.PK-K.5L Respond to questions about the three types of earth materials with a partner.	3.3.PK.A1 3.3.K.A1
	Reading	16.4.PK-K.1R Match pictures illustrating seasonal changes in a group with teacher support following the read-aloud of a big book.	16.4.PK-K.2R Sort labeled pictures illustrating change-of-season effects on local environment (e.g., fall leaves, spring flowers, snow) following the read-aloud of a big book.	16.4.PK-K.3R Identify the changes in seasons with a partner following the read-aloud of a big book.	16.4.PK-K.4R Identify clothing and activities associated with the changes of seasons using simple sentences in a pocket chart following the read-aloud of a big book.	16.4.PK-K.5R Identify change-of-season effects on local environment with a partner (e.g., In the fall, leaves fall from trees) following the read-aloud of a big book.	4.1.PK.E 4.1.K.E
PRODUCTIVE	Speaking	16.4.PK-K.1S Identify precipitation types using visual-supporting materials (e.g., picture cards, illustrated word wall) in a small group.	16.4.PK-K.2S Describe using single words or short phrases precipitation types (e.g., picture cards, illustrated word wall).	16.4.PK-K.3S Identify and describe precipitation types using phrases chorally.	16.4.PK-K.4S Report precipitation type of the day using visual cues and simple sentences.	16.4.PK-K.5S Describe precipitation types with a partner using a sentence frame script.	3.3.PK.A5 3.3.K.A5
	Writing	16.4.PK-K.1W Distinguish living things from non-living by circling appropriate pictures with teacher modeling.	16.4.PK-K.2W Draw pictures of living and non-living things with a partner.	16.4.PK-K.3W Sort and label pictures of living and non-living things, using letters, scribbles and/or letter like forms.	16.4.PK-K.4W Draw and label pictures of living and non-living things with words or invented spellings with a picture dictionary.	16.4.PK-K.5W Draw and label living things and non-living things with words or short sentences with a partner or triads.	4.1.PK.A 4.1.K.A

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

Grade Level: Pre-K-Kindergarten

16.5.PK-K		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.5.PK-K.1L Point to story locations on a map (e.g. The Hundred Acre Wood in Winnie the Pooh) after a repeated shared reading.	16.5.PK-K.2L Point to story locations on a map after a shared reading.	16.5.PK-K.3L Place story locations on a map after with a small group after a shared reading.	16.5.PK-K.4L Place story locations on a map after a shared reading.	16.5.PK-K.5L Identify locations of story events on a map after a shared reading.	7.1.K.B
	Reading	16.5.PK-K.1R Point to labeled illustrations of community workers in uniform with teacher prompts.	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.	16.5.PK-K.4R Identify words and phrases related to community workers using a picture book with a partner.	16.5.PK-K.5R Read words, phrases and simple sentences related to community workers in a picture book.	5.3.PK.C 5.3.K.C
PRODUCTIVE	Speaking	16.5.PK-K.1S Repeat names of currency using manipulatives with teacher prompting.	16.5.PK-K.2S Name units of currency when presented with visual cues.	16.5.PK-K.3S Engage in role play shopping with realia in a small group.	16.5.PK-K.4S Engage in discussion to express material wants using manipulatives with a partner.	16.5.PK-K.5S Tell a real or make believe story about a shopping experience with visuals.	6.2.PK.D 6.2.K.D
	Writing	16.5.PK-K.1W Draw a picture of self as member of a family unit with teacher modeling.	16.5.PK-K.2W Draw and label self and family members using scribbles, letter-like forms and invented spelling with teacher support.	16.5.PK-K.3W Draw and label self and family members using illustrated word walls.	16.5.PK-K.4W Write about a real family experience or event with a combination of pictures and words using a word wall.	16.5.PK-K.5W Write about a real family experience or event with a combination of familiar words and invented spelling using a word wall.	5.2.PK.A