

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.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

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
Key Ideas and Details <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.
Craft and Structure <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.
Integration of Knowledge and Ideas <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.
Vocabulary Acquisition and Use Strategies <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.
Vocabulary Acquisition and Use <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.
Range of Reading <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

Kindergarten ELP Standards

Kindergarten: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.1	<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>with prompting and support (including context and visual aids), use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words <p>from read-alouds and oral presentations of information or stories.</p>	<p>with prompting and support (including context and visual aids), use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • ask and answer questions about key details <p>from read-alouds and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details or parts of stories • retell events <p>from read-alouds, picture books, and oral presentations.</p>	<p>with prompting and support (including context and visual aids), use a wide range of strategies to:</p> <ul style="list-style-type: none"> • identify main topics • answer questions about key details • retell familiar stories <p>from read-alouds, picture books, and oral presentations.</p>
K.2	<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • listen with limited participation in short conversations • respond to simple yes/no and some wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short conversations • respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short conversations • follow some rules for discussion • respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in conversations and discussions • ask and answer simple questions • follow increasing number of rules for discussion <p>about a variety of topics.</p>	<ul style="list-style-type: none"> • participate in conversations and discussions • ask and answer questions • follow rules for discussion <p>about a variety of topics.</p>

Kindergarten: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.3	An ELL can . . .	<ul style="list-style-type: none"> communicate simple information or feelings 	<ul style="list-style-type: none"> communicate simple information or feelings 	<ul style="list-style-type: none"> communicate information or feelings 	<ul style="list-style-type: none"> tell or dictate simple messages 	<ul style="list-style-type: none"> make simple oral presentations compose short written texts
	<p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<p>about familiar topics or experiences.</p>	<p>about familiar topics, experiences, or events.</p>	<p>about familiar topics, experiences, or events.</p>	<p>about a variety of topics, experiences, or events.</p>	<p>about a variety of topics, experiences, or events.</p>
K.4	An ELL can . . .	<ul style="list-style-type: none"> express a feeling or opinion 	<ul style="list-style-type: none"> express an opinion or preference 	<ul style="list-style-type: none"> express an opinion or preference 	<ul style="list-style-type: none"> express an opinion or preference 	<ul style="list-style-type: none"> express an opinion or preference
	<p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<p>about a familiar topic</p> <p>showing limited control.</p>	<p>about a familiar topic</p> <p>showing emerging control.</p>	<p>about a familiar topic or story</p> <p>showing developing control.</p>	<p>about a variety of topics or stories</p> <p>showing increasing control.</p>	<p>about a variety of topics or stories</p> <p>showing increasing control.</p>
K.5	An ELL can . . .	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or from a provided source. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from a provided source to answer a question. 	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing developing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p>	<p>with prompting and support from adults,</p> <ul style="list-style-type: none"> recall information from experience or use information from provided sources to answer a question <p>showing increasing control.</p>
	<p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>					

Kindergarten: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	with prompting and support, • identify a reason an author or speaker gives to support a point.	with prompting and support, • identify appropriate reasons an author or speaker gives to support main points.
K.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	[Standard introduced at Level 4.]	• show a developing awareness of the difference between appropriate language for the playground and language for the classroom.	• show awareness of differences between informal (“playground speech”) and language appropriate to the classroom • use some words learned through conversations, reading, and being read to.
K.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events.	with prompting and support (including context and visual aids), • answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.	with prompting and support (including context and visual aids), • answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events.

Kindergarten: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
K.9	<p>An ELL can . . .</p> <p>create clear and coherent grade-appropriate speech and text.</p>	<p>[Standard introduced at Level 3.]</p>	<p>[Standard introduced at Level 3.]</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> • retell several events from experience or a familiar story <p>with developing control of some frequently occurring linking words (e.g., <i>and</i>, <i>then</i>).</p>	<p>with support (including visual aids, context),</p> <ul style="list-style-type: none"> • retell a simple sequence of events from experience or a familiar story <p>with increasingly independent control of frequently occurring linking words.</p>	<p>with support (including visual aids),</p> <ul style="list-style-type: none"> • retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end <p>using frequently occurring linking words.</p>
K.10	<p>An ELL can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns and verbs • understand and respond to simple questions. 	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> • recognize and use frequently occurring nouns, verbs, and short phrases • respond to yes/no and wh- questions • produce a few simple sentences <p>in shared language activities.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce simple sentences <p>in shared language activities.</p>	<p>with support (context and visual aids),</p> <ul style="list-style-type: none"> • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words; • produce and expand simple sentences <p>in shared language activities.</p>	<p>with increasing independence,</p> <ul style="list-style-type: none"> • use frequently occurring regular plural nouns, verbs, prepositions, and question words • ask and answer interrogatives (wh-questions) • produce and expand simple sentences <p>in shared language activities.</p>