

Young Scholars of Western Pennsylvania Charter School

First Grade ESL Curriculum Map

CAN Do Descriptors

WiDA

- Unit/Themes

Unit 1: My Family

Themes-

- Families
- Culture
- Relationships

Big Question

Big Question 1-

- What makes a family?

Reading Comprehension/Fluency

Part 1:

- Plan: Preview, Set a Purpose, and Predict
- Organize Ideas
- Retelling

Part 2:

- Identify Setting

Fluency:

- Phrasing
- Intonation
- Accuracy and Rate

Vocabulary

Part 1:

Social Studies Vocabulary

- Family
- Home
- Family member
- Holiday
- meal

Academic Vocabulary

- care
- help
- world
- celebrate
- play

Basic Vocabulary: Family

- family
- father
- daughter
- grandfather
- grandmother
- mother
- sister
- family
- daughter
- granddaughter
- grandson
- son
- brother

Part 2:

Social Studies Vocabulary

- extended family
- fun
- special
- parents
- together
- visit

Academic Vocabulary

- group
- idea
- place
- share
- trip

Phonological Awareness

Part 1:

- Match and isolate beginning sounds
- Blend sounds

Part 2:

- Match and isolate beginning sounds
- Blend sounds

Phonics

Part 1:

- Letter and sounds: Mm
- Letter and sounds: Ss
- Letter and sounds: Hh
- Letter and sounds: Tt
- Words with Short A
- Blend sounds to decode words

Part 2:

- Letter and sounds: Ff
- Letter and sounds: Hh
- Blend sounds to decode words

Writing

Part 1:

- Writing Fluency
- Sentences about Family
- Journal Responses

Part 2:

- Action Words
- Journal Entries
- Postcard
- Photo Essay

Language Functions/Grammar

Part 1:

- Identify Nouns
- Singular and Plural Nouns

Part 2:

- Identify Nouns
- Common and Proper

High Frequency Words

Part 1:

High Frequency Words

- help
- like
- my
- do
- mother
- too
- find
- have
- has
- his

Part 2:

High Frequency Words

- go
- is
- this
- has
- we
- with
- do
- what
- do
- you
- your
- then

PA Common Core Standards

ELP Standards

Speaking:

ELP.2.S.1-3.1.1: Answer WH-questions based on illustrations in response to stories, chants or poems.

ELP.1.S.1-3.2.1: Share feelings and emotions, likes or dislikes using visual supports.

Reading:

ELP.1.R.1-3.3.1: Follow written directions supported visually.

ELP.1.R.1-3.5.1: Follow high frequency written directions.

ELP.1.R.1-3.4.1: Follow written directions, with peer or teacher assistance.

Listening:

ELP.2.L.1-3.2.1: Sort pictures of short segments of a read aloud using a graphic organizer.

ELP.2.L.1-3.3.1: Sequence pictures from a read-aloud using a graphic organizer.

Writing:

ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.

ELP.2.W.1-3.1.1: Label family members in a drawing or picture using a word wall.

- Unit/Themes

Unit 2: Shoot for the Sun

- living things
- non living things
- the structure of living things

Big Question

Unit Big Question: What is something alive?

Part 1 Question:

- What makes something a living thing?

Part 2 Question:

- What do living things need?

Reading Comprehension/Fluency

Part 1:

- Monitor reading while working through a fairy tale
- List facts

Part 2:

- Monitor reading while working through a folk tale
- Identify plot

Fluency:

- Phrasing
- Accuracy and Rate

Vocabulary

Part 1 Vocabulary:

Science Vocabulary:

- breathe
- eat
- move
- drink
- living
- nonliving

Academic Vocabulary

- alive
- exercise
- health
- energy
- food

Basic Vocabulary

- tray, plate
- lunch
- milk
- P.E.
- play soccer
- ride a skateboard

Part 2 Vocabulary**Science Vocabulary**

- bud
- leaf
- seed
- flower
- petal
- sun

Academic Vocabulary

- height
- light
- ready
- length
- project

Basic Vocabulary

- corn
- flower shop/flowers
- fall activity/rake leaves
- fruit stand/apples
- flag/flagpole
- spring activity/plant seeds

Phonological Awareness

Part 1:

- Segment sounds
- Match and isolate middle sounds

Part 2:

- Segment sounds
- Match and isolate middle sounds

Phonics

Part 1:

- Letter and sounds Yy
- Letter and sounds qu
- Letter and sounds Xx
- Letter and sounds Kk
- Letter and sounds Uu

- Blend sounds to decode
- Concepts of print: Question Mark

Part 2:

- Letters and sounds ck
- Letters and sounds ng
- Double final consonants
- VC, CVC, VCC, CVCC words

Writing

Part 1:

- Writing fluency
- Personal response
- Sentences about living things
- Steps in a process
- Journal entries

Part 2:

- How-to Sentences
- Journal Entries
- Writing Project: How to make Something

Language Functions/Grammar

Part 1:

- Describe
- Express Likes and Dislikes
- Compare and Contrast
- Interview
- Adjectives That Describe
- Adjectives: How Many/How Much?
- Adjectives: Color, Size, and Shape
- Speak Clearly

Part 2:

- Retell a Story
- Express Intentions
- Number Words
- Count and noncount words
- Adjectives: How many or how much
- Listen and take notes
- Ask for Clarification
- Dramatization

High Frequency Words

Part 1:

- for
- keep
- or
- grow
- look
- when

Part 2:

- body
- out
- they
- how
- start
- use

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ELP.1.R.1-3.5.1: Follow high frequency written directions.

ELP.1.R.1-3.4.1: Follow written directions, with peer or teacher assistance.

Listening:

ELP.2.L.1-3.2.1: Sort pictures of short segments of a read aloud using a graphic organizer.

ELP.2.L.1-3.3.1: Sequence pictures from a read-aloud using a graphic organizer.

ELP.2.L.1-3.1.1: Point to illustrations during teacher's reading of picture books.

Writing:

ELP.1.W.1-3.2.1: Label illustrations of personal experiences with phrases and short sentences working with a partner.

ELP.1.W.1-3.3.1: Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).

- Unit/Themes

Unit 3 Themes: To Your Front Door

- Goods and Services
- Needs and Wants
- Working Together

- Depending on others

Big Question

Unit 3 Big Question: How do we get what we need?

Part 1:

- What do we get what we want?

Part 2:

- What helps us get what we need?

Reading Comprehension/Fluency

Part 1:

- Ask questions while reading a fable
- Ask questions while reading a social studies article

Part 2:

- Ask questions while reading a fact sheet
- Rhyming words
- Identify details
- Identify important details

Fluency:

- Intonation
- Accuracy and rate

Vocabulary

Part 1 Vocabulary:

Social Studies Vocabulary

- buy
- money
- shop
- food
- market
- sell

Academic Vocabulary

- business
- job
- wants
- goods
- needs

Basic Vocabulary: Community Places

- bank
- hospital
- community youth center
- police station

- dentist's office
- restaurant
- fire station
- supermarket
- gas station

Part 2 Vocabulary:

Social Studies Vocabulary

- delivery
- neighborhood
- store
- factory
- ship

Academic Vocabulary

- bring
- earn
- worker
- count
- service

Basic Vocabulary: Community Places

- bookstore
- hardware store
- clothing store
- laundromat
- flower shop
- movie theatre
- fruit stand
- pharmacy
- hair salon
- shoe salon

Phonological Awareness

Part 1:

- Add Beginning Sounds

Part 2:

- Add Ending Sounds
- Delete beginning and ending sounds

Phonics

Part 1:

- Blends with s
- Triples blends with s
- Endings *-s, -ing*

Part 2:

- Final Blends *nd, nk, nt*
- Final Blends *ft, lt, mp, sk, st*
- Ending *-ed*

Writing

Part 1:

- Writing fluency
- Short sentences
- Questions about markets
- Journal entries

Part 2:

- Describe Actions using verbs
- Rhyme poem
- Detail sentences
- Journal entries
- Writing Project: Thank-you Letter

Language Functions/Grammar

Part 1:

- Express needs and wants
- Make a request/Ask for help
- Action Verbs
- Present-Tense Verbs: Subject-verb Agreement
- Listen to learn from others
- Persuasive presentation
- Identify Verbs

Part 2:

- Ask questions
- Engage in discussion
- Verbs: to be
- Verbs: to have
- Subject-Verb Agreement: be and have
- Speak at the right pace
- Find patterns in language

High Frequency Words

Part 1:

- go
- one
- want
- great
- saw
- would

Part 2:

- give
- know
- watch
- he
- said
- who

PA Common Core Standards

ELP Standards

Speaking:

ELP.2.S.1-3.3.1: Retell a story using picture prompts with a partner.

ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.

Listening:

ELP.1.L.1-3.3.1: Follow oral directions verifying requests with cues from teachers or peers (such as: “Fold the paper in half and place it on your table the long way”).

ELP.1.L.1-3.2.1: Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: “Put the cubes in a row across the paper”).

Reading:

ELP.1.R.1-3.5.1: Follow high frequency written directions.

ELP.2.R.1-3.4.1: Identify phrases or sentences in a story that support the main idea working with a partner.

ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.

Writing:

ELP.2.W.1-3.4.1: Write a paragraph describing a family trip using a guided model.

ELP.1.W.1-3.3.1: Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).

- Unit/Themes

Unit 4 Themes: Growing and Changing

- How Baby Animals Grow and Change
- Animal Life Cycles

Big Question

Unit 4 Big Question: How do animals change as they grow?

Part 1:

- How do animal babies grow up?

Part 2:

- What happens in an animal's life?

Reading Comprehension/Fluency

Part 1:

- Determine importance
- Identify plot
- Analyze characters

Part 2:

- Determine importance
- Identify main idea and details
- Determine point of view

Fluency:

- Expression
- Accuracy and rate
- Phrasing

Vocabulary

Part 1 Vocabulary:**Science Vocabulary**

- adult
- form
- nest
- baby
- grow
- egg
- hatch

Academic Vocabulary

- before
- shape
- time
- inside
- size

Basic Vocabulary: Times and Days of the Week (newcomers)

- afternoon
- day
- evening
- morning
- night
- noon

Part 2 Vocabulary:**Science Vocabulary**

- butterfly
- change
- insect
- caterpillar
- chrysalis
- pupa

Academic Vocabulary

- attach
- color
- sequence
- born
- hard

Basic Vocabulary: Food (newcomers)

- chicken
- pizza
- chips, sala
- salad

- egg
- sandwich
- hamburger
- soup
- hot dog
- taco

Phonological Awareness

Part 1:

- Delete beginning sounds
- Delete ending sounds

Part 2:

- Delete beginning sounds
- Count and combine syllables

Phonics

Part 1:

- Letter and sound long a
- Blend CVCe, CCVCe words
- Contractions with 's, n't
- Build, blend, sort

Part 2:

- Letter and sound long i
- Contrast CVC and CVCe Words
- Endings *-ed*, *-ing*

Writing

Part 1:

- Writing fluency
- Describe characters
- Sentences about plot
- Captions
- Summary

Part 2:

- Sequencing
- Steps in a process
- Poem
- Summary
- Writing Project: Story

Language Functions/Grammar

Part 1:

- Retell a story
- Seek clarification
- Singular subject pronouns I, you, it
- Subject pronoun agreement: Gender and number
- Present in sequence

- Use context clues

Part 2:

- Restate an idea
- Singular possessive adjectives: my, your, its
- Plural possessive adjectives: our, their
- Possessive adjective agreement: gender and number
- Listen for the main idea

High Frequency Words

Part 1:

- because
- don't
- play
- carry
- new
- sleep

Part 2:

- almost
- kind
- two
- both
- over
- was

PA Common Core Standards

ELP Standards

Speaking:

ELP.2.S.1-3.3.1: Retell a story using picture prompts with a partner.

ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.

Listening:

ELP.1.L.1-3.3.1: Follow oral directions verifying requests with cues from teachers or peers (such as: “Fold the paper in half and place it on your table the long way”).

ELP.1.L.1-3.2.1: Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: “Put the cubes in a row across the paper”).

Reading:

ELP.1.R.1-3.5.1: Follow high frequency written directions.

ELP.2.R.1-3.4.1: Identify phrases or sentences in a story that support the main idea working with a partner.

ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.

Writing:

ELP.2.W.1-3.4.1: Write a paragraph describing a family trip using a guided model.

ELP.1.W.1-3.3.1: Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).

Unit/Themes

Unit 5 Themes: Creature Features

- Animal Features
- Animal Movements

Big Question

Unit 5 Big Question: How are animals different?

Part 1:

- What makes each animal special?

Part 2:

- How do animals move?

Reading Comprehension/Fluency

Part 1:

- Make Connections
- Main Ideas and Details
- Characters

Part 2:

- Determine author's purpose
- Categorize
- Determine point of view

Fluency:

- Expression
- Accuracy and rate
- Intonation

Vocabulary

Part 1 Vocabulary:

Science Vocabulary

- beak
- fur
- paw
- coverings
- mouth
- scales
- feathers
- parts

- o tail

Academic Vocabulary

- o alike
- o different
- o look
- o body
- o feature

Basic Vocabulary: Clothing (newcomers)

- o belt, buckle
- o shirt, pocket
- o dress
- o shoes
- o jacket, collar, zipper
- o skirt
- o jeans
- o socks
- o pants
- o sweater, button

Part 2 Vocabulary:

Science Vocabulary

- o climb
- o run
- o slither
- o fly
- o slide
- o swim

Academic Vocabulary

- o back
- o front
- o push
- o fact
- o movement

Basic Vocabulary: Outdoor Activities and Sports (newcomers)

- o catch a ball
- o kick a ball
- o play soccer
- o ride a skateboard
- o run on a track
- o sit in a chair
- o stand in line
- o swim in a pool
- o throw a ball
- o walk in the park

Phonological Awareness

Part 1:

- o Substitute beginning sounds
- o Substitute ending sounds

Part 2:

- o Substitute and add ending sounds
- o Count and combine syllables

Phonics

Part 1:

- Words with /s/ce, ci___
- Words with soft g: /j/ge, gi, ___dge

Part 2:

- Contractions with 'm, 'll, 've, 're
- Blend CVVC Words
- Vowel Digraphs ai, ay

Writing

Part 1:

- Writing fluency
- Personal response
- Writer's Craft: Describing Words
- Compare and contrast
- Sentences about characters
- Detail sentences
- Journal Entry

Part 2:

- Sentences
- Writing Fluency
- Writer's Craft: Fact Sentences
- Journal Entry
- Writing Project: Science Article

Language Functions/Grammar

Part 1:

- Compare and Contrast
- Summarize
- Use non verbal cues
- Sentences
- Sentence capitalization
- Complete sentences

Part 2:

- Give information
- Evaluate
- Simple subject
- Simple predicate
- Subject-Verb agreement
- Interpret a Speaker's Message
- News Report

High Frequency Words

Part 1:

- eyes
- far
- small
- three

- through
- under
- animal
- color
- group
- might
- most
- move

Part 2:

- funny
- hurt
- light
- mean
- sea
- sound
- few
- food
- head
- hold
- into
- once

PA Common Core Standards

ELP Standards

Speaking:

ELP.2.S.1-3.3.1: Retell a story using picture prompts with a partner.

ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.

Listening:

ELP.1.L.1-3.3.1: Follow oral directions verifying requests with cues from teachers or peers (such as: “Fold the paper in half and place it on your table the long way”).

ELP.1.L.1-3.2.1: Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: “Put the cubes in a row across the paper”).

Reading:

ELP.1.R.1-3.5.1: Follow high frequency written directions.

ELP.2.R.1-3.4.1: Identify phrases or sentences in a story that support the main idea working with a partner.

ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.

Writing:

ELP.1.W.1-3.3.1: Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).

ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences

• Unit/Themes

Unit 6 Themes: Up in the Air

- Weather
- Seasons

Big Question

Unit 6 Big Question: What's wild about weather?

Part 1:

- Why does weather matter?

Part 2:

- How does weather change?

Reading Comprehension/Fluency

Part 1:

- Make inferences
- Cause and effect
- Character development

Part 2:

- Make inferences
- Classify details
- Sensory details
- Text Features

Fluency:

- Expression
- Accuracy and rate

Vocabulary

Part 1 Vocabulary:

Science Vocabulary

- blows
- storm
- wind
- feels
- weather

Academic Vocabulary

- fast
- power
- strong
- outside
- soft

Basic Vocabulary: Weather (newcomers)

- Today is cloudy.
- Today is foggy.
- Today is rainy.
- Today is snowy.
- Today is sunny.
- Today is windy.

Compound Words**Part 2 Vocabulary:****Science Vocabulary**

- calendar
- rainy
- year
- cloudy
- snowy
- month
- sunny

Academic Vocabulary

- cold
- hot
- cool
- warm
- temperature

Basic Vocabulary: Weather (newcomers)

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- Today is windy.

Compound Words

Phonological Awareness

Part 1:

- Substitute middle sounds
- Combine and segment syllables
- Blend sounds

Part 2:

- Delete Second Sound from Blend
- Substitute Middle Sounds

Phonics

Part 1:

- Words with Long O: /o/oa, ow, -old
- Compound words
- Words with Ling I: /i/ie, igh

Part 2:

- Vowel Digraphs /oo/oo, ou, ew
- More /oo/ and /y oo/ Spellings

- Blend Syllables
- Words with /o/au, aw, -alk
- Vowel Digraphs /oo/ and /e/ea

Writing

Part 1:

- Writing fluency
- Personal response
- Writer's Craft: Ask and Answer
- Questions
- Retell Steps
- Sentences about the wind
- Story
- Summary

Part 2:

- Details
- Writing Fluency
- Writer's Craft: Sentences Using Action Words
- Journal Entry
- Writing Project: Nonfiction Paragraph
- Questions

Language Functions/Grammar

Part 1:

- Explain
- Express likes and dislikes
- Statements, exclamations, and commands
- Negative Sentences/Questions
- Sentence Types

Part 2:

- Express ideas
- Engage in conversation
- Yes/No questions
- More ways to start a question
- Ask questions to get information
- Listen and make comments

High Frequency Words

Part 1:

- air
- boy
- different
- hurry
- soon
- turn
- above
- again
- away
- change

- o seven
- o sometimes

Part 2:

- o been
- o down
- o hard
- o now
- o number
- o push
- o children
- o her
- o house
- o school
- o thought
- o word

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ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.

Listening:

ELP.1.L.1-3.3.1: Follow oral directions verifying requests with cues from teachers or peers (such as: “Fold the paper in half and place it on your table the long way”).

ELP.1.L.1-3.2.1: Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: “Put the cubes in a row across the paper”).

Reading:

ELP.1.R.1-3.5.1: Follow high frequency written directions.

ELP.2.R.1-3.4.1: Identify phrases or sentences in a story that support the main idea working with a partner.

ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.

Writing:

ELP.1.W.1-3.3.1: Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).

ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences

- Unit/Themes

Unit 7 Themes: Then and Now

- Past and Present
- Inventions and Technology

Big Question

Unit 7 Big Question: What's the difference between then and now?**Part 1:**

- Why does the world keep changing?

Part 2:

- Are new ways always better?

Reading Comprehension/Fluency

Part 1:

- Visualize
- Main idea and details

Part 2:

- Visualize
- Describe character's feelings
- Rhythm

Fluency:

- Intonation
- Accuracy and rate
- Expression

Vocabulary

Part 1 Vocabulary:**Social Studies Vocabulary**

- computer
- message
- now
- Internet
- news
- then

Academic Vocabulary

- communicate
- history
- present
- future
- past

Basic Vocabulary: Technology (newcomers)

- camera
- cell phone
- computer
- copier
- DVD player
- laptop computer

- music player
- speakers
- television
- video camera

Alphabetize and Use a Dictionary

Part 2 Vocabulary:

Social Studies Vocabulary

- better
- music
- old
- easier
- new
- record

Academic Vocabulary

- build
- machine
- tool
- invent
- modern

Basic Vocabulary: Technology (newcomers)

- camera
- cell phone
- laptop computer
- music player
- speakers
- video camera

Alphabetize and use a dictionary

Phonological Awareness

Part 1:

- Substitute middle sounds
- Blend sounds

Part 2:

- Substitute middle sounds
- Combine and segment syllables
- Substitute vowel sounds

Phonics

Part 1:

- R-controlled vowels /or/, ore
- VCCV and VCCCV syllable division
- R-controlled vowels /ar/, ar
- Silent consonants *kn, wr, gn, mb*

Part 2:

- R-controlled vowels *air, ___ear, ___are*
- R-controlled vowels *___eer, ear*
- R-controlled vowels *ir, er, ur*

- R-controlled syllables
- Endings -er, est

Writing

Part 1:

- Writing fluency
- Personal response
- Writer's Craft: Letter Writing
- Sentences
- Then and Now
- Sentences about communication
- Blog Entry
- Journal Entry

Part 2:

- Feelings
- Writing Fluency
- Writer's Craft: Show Character's Feelings
- Poem
- Writing Project: Friendly Letter
- Summary

Language Functions/Grammar

Part 1:

- Express opinions
- Agree and disagree
- Regular past tense: -ed
- Irregular past tense: *was, were, go, went, do, did*
- Regular and irregular past tense verbs
- Adjust language for your audience

Part 2:

- Express feelings
- Express needs and wants
- Future tense *will*
- Future tense *am/is/are going to*
- Listen for important details

High Frequency Words

Part 1:

- before
- could
- people
- today
- warm
- were
- after
- better
- buy
- idea
- pull

- o until

Part 2:

- o also
- o call
- o fall
- o important
- o story
- o tomorrow
- o began
- o brother
- o enough
- o even
- o learn
- o second

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ELP Standards

Speaking:

ELP.2.S.1-3.3.1: Retell a story using picture prompts with a partner.

ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.

Listening:

ELP.1.L.1-3.3.1: Follow oral directions verifying requests with cues from teachers or peers (such as: “Fold the paper in half and place it on your table the long way”).

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Reading:

ELP.1.R.1-3.5.1: Follow high frequency written directions.

ELP.2.R.1-3.4.1: Identify phrases or sentences in a story that support the main idea working with a partner.

ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.

Writing:

ELP.1.W.1-3.3.1: Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).

ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.

ELP.1.W.1-3.4.1: Write an email message using a picture dictionary.

Unit 8 Themes: Get Out the Map!

- Maps
- Signs and Symbols

Big Question

Unit 8 Big Question: Why do we need maps?**Part 1:**

- What can maps show us?

Part 2:

- How can maps help us?

Reading Comprehension/Fluency

Part 1:

- Review all reading strategies
- Use information
- Sensory Language

Part 2:

- Identify problem and solution
- Text features

Fluency:

- Phrasing
- Accuracy and Rate
- Expression

Vocabulary

Part 1 Vocabulary:**Social Studies Vocabulary**

- key
- meaning
- symbol
- map
- picture
- useful

Academic Vocabulary

- between
- distance
- sign
- corner
- show

Basic Vocabulary: Signs and Safety (newcomers)

- bathroom sign
- bus stop sign
- crossing light
- crossing sign
- exit sign

- hospital sign
- railroad crossing sign
- speed limit sign
- stop sign
- traffic light

Suffixes

Part 2 Vocabulary:

Social Studies Vocabulary

- East
- left
- North
- path
- right
- South
- West

Academic Vocabulary

- directions
- far
- follow
- location
- near

Basic Vocabulary: Signs and Safety (newcomers)

- - bathroom sign
 - bus stop sign
 - crossing light
 - crossing sign
 - exit sign
 - hospital sign
 - railroad crossing sign
 - speed limit sign
 - stop sign
 - traffic light

Prefixes

Phonological Awareness

Part 1:

- Substitute middle sounds
- Combine and Segment syllables
- Substitute vowel sounds

Part 2:

- Segment syllables
- Blend sounds

Phonics

Part 1:

- Words with /o/a(l), a(l)
- Endings -es, -ed, -ing

- Diphthongs /oi/, oy
- Diphthongs /ow/ou, ow

Part 2:

- Suffixes *-ful, -less, -er, -ly*
- Prefixes *un-, re-*
- Final syllable *C+ -le*
- VCV syllable division

Writing

Part 1:

- Writing fluency
- Personal response
- Writer's Craft: Speaking directly to readers
- Sentences about maps
- Haiku poem
- Comment
- Journal Entry

Part 2:

- Problem and solution sentences
- Writing Fluency
- How-To sentences
- Journal Entry
- Writing Project: Literary response

Language Functions/Grammar

Part 1:

- Follow directions
- Give and follow directions
- Adverbs that Tell How with *-ly*
- Adverbs that Tell Where, When
- Adverbs that Tell Where, How and When
- Give instructions

Part 2:

- Tell an original story
- Prepositions Tell Where, Show direction
- Prepositional phrases
- Restate and follow instructions

High Frequency Words

Part 1:

- about
- below
- between
- mountain
- water
- world
- another
- begin
- done

- follow
- our
- should

Part 2:

- country
- earth
- family
- friend
- paper
- picture
- along
- answer
- city
- often
- something
- yellow

PA Common Core Standards

ELP Standards

Speaking:

ELP.2.S.1-3.3.1: Retell a story using picture prompts with a partner.

ELP.2.S.1-3.2.1: Describe a character from an illustrated story to a partner.

ELP.1.S.1-3.3.1: Discuss interests, opinions, or preferences working with a partner.

Listening:

ELP.1.L.1-3.3.1: Follow oral directions verifying requests with cues from teachers or peers (such as: “Fold the paper in half and place it on your table the long way”).

ELP.1.L.1-3.2.1: Position manipulatives or realia according to multiple oral commands to show spatial relations (such as: “Put the cubes in a row across the paper”).

Reading:

ELP.2.R.1-3.4.1: Identify phrases or sentences in a story that support the main idea working with a partner.

ELP.2.R.1-3.5.1: Participate in a reading/ literature circle to draw conclusions about grade level text.

Writing:

ELP.1.W.1-3.3.1: Participate in a shared writing activity about a common experience (such as: a field trip or guest speaker).

ELP.1.W.1-3.5.1: Write in a dialogue journal about personal experiences.

