

Marking Period	Materials	ELA National Common Core Standards Emphasized
<p>Marking Period 1</p> <p><u>Unit 1: Nice to Meet You</u></p> <p><i>Essential Question:</i> How Do I Express Greetings & Goodbyes?</p> <p><i>Reading Focus:</i> - Letters: S, M, H, T, A - Short a</p> <p><i>Vocabulary:</i> - Greetings and Goodbyes - Family - Places in the World</p> <p><i>Learning Strategy:</i> - Build Background: Relate to Personal Experience - Use Graphic Organizers (Mind Map)</p> <p><i>Language Functions:</i> - Give Personal Information - Form Introductions</p> <p><i>Writing:</i> Write About Yourself</p>	<p>Materials from <i>Inside the USA</i>:</p> <p><i>Hello and Goodbye</i> (Chant) p.4</p> <p><i>This is my Family</i> (Chant) p. 14</p> <p><i>What Do I Say?</i> (Theme Theater) p. 22</p> <p><i>Let's Be Friends</i> (Chant) p. 24</p> <p>Materials from <i>Inside Library</i>:</p> <p><i>From Cuba to the United States</i> (book) by Maritza Lopez Garcia</p> <p><i>Inside Phonics Practice Book</i></p> <p><i>Language CD 1, Tracks 1-11</i></p> <p><i>Word File Pictures 1-24</i></p> <p><i>Vocabulary Picture Cards 5-14</i></p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text. ▪ Use illustrations and details in a story to describe its characters, setting, or events. ▪ Ask and answer questions about key details in the text. ▪ Demonstrate understanding of the organization and basic features of print. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults. ▪ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure. ▪ Recall information from experiences or gather information from provided sources to answer a question. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Print all upper- and lower-case letters. ▪ Use personal, possessive, and indefinite pronouns. ▪ Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from an array of strategies.

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<p><u>Unit 2: Your School</u></p> <p><i>Essential Question:</i> What Do I Know About School?</p> <p><i>Vocabulary:</i> - School Tools - Colors and Sizes - In the Classroom - Shapes - School Places and Things</p> <p><i>Learning Strategy:</i> - Build Background: Relate to Personal Experience - Use Graphic Organizers (Mind Map)</p> <p><i>Language Functions:</i> - Give Information - Ask and Answer Questions - Give and Follow Commands</p> <p><i>Writing:</i> Write About Your School</p> <p>STUDENT ASSESSMENTS - Unit Tests - Language Functions Rubric</p>	<p>Materials from <i>Inside the USA</i>:</p> <p><i>Cool Tools</i> (Chant) p. 36</p> <p><i>In the Classroom</i> (Chant) p. 48</p> <p><i>The First Day of School</i> (Theme Theater) p. 56</p> <p><i>What's in Our Classroom?</i> (Chant) p. 58</p> <p>Materials from <i>Inside Library</i>:</p> <p><i>Cool Schools</i> (Book) by Louise Franklin</p> <p><i>Inside Phonics Practice Book</i></p> <p>Language CD 1, Tracks 12-20</p> <p>Word File Pictures 25-44, 55-64</p> <p>Vocabulary Picture Cards 55-64</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text. ▪ Use illustrations and details in a story to describe its characters, setting, or events. ▪ Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. ▪ Demonstrate understanding of the organization and basic features of print. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. ▪ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Recall information from experiences or gather information from provided sources to answer a question. ▪ Write informative/explanatory texts in which they name a topic, and provide some sense of closure. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ▪ Identify real-life connections between words and their use (e.g., note places at school that are colorful).

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<p>Marking Period 2</p> <p><u>Unit 3: Your School Day</u></p> <p><i>Essential Question:</i> How do I Describe/Tell About My School Day?</p> <p><i>Reading Focus:</i> - Letters: N, L, P, G, I - Short i</p> <p><i>Vocabulary:</i> - Time and Days of the Week - School Subjects - School Places and Workers</p> <p><i>Learning Strategy:</i> - Building Background: Relate to Personal Experience - Use Graphic Organizers (Mind Map)</p> <p><i>Language Functions:</i> - Ask and Answer Questions - Give and Follow Directions</p> <p><i>Writing:</i> Write About Your First Day in the USA</p>	<p>Materials from <i>Inside the USA</i>:</p> <p><i>What Time is It?</i> (Chant) p. 74</p> <p><i>My Schedule</i> (Chant) p. 84</p> <p><i>Up Too Late</i> (Theme Theater) p. 90</p> <p><i>Where is the Library</i> (Chant) p. 92</p> <p>Materials from <i>Inside Library</i>:</p> <p><i>Alexel's Week</i> (Book) by Antonia Barber</p> <p><i>Inside Phonics Practice Book</i></p> <p>Language CD 1, Tracks 21-31</p> <p>Vocabulary Picture Cards 65-90</p> <p>Word File Pictures 65-90</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Retell stories, including key details, and demonstrate understanding of their central message or lesson. ▪ Identify topic and retell key details of a text. ▪ Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ▪ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Recall information from experiences or gather information from provided sources to answer a question. ▪ Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ▪ Capitalize dates and names of people. ▪ Identify frequently occurring root words and their inflectional forms.
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<p><u>Unit 4: Everything You Do</u></p> <p><i>Essential Question:</i> What Activities Do I Do In My Classroom?</p> <p><i>Vocabulary:</i> - Classroom Activities - Outdoors Activities and Sports - Words for People and Things - The Arts</p> <p><i>Learning Strategy:</i> - Letters and Sounds (Blending) - Building Background: Relate to Personal Experience - Use Graphic Organizers (Mind Map)</p> <p><i>Language Functions:</i> - Give Information - Ask and Answer Questions - Describe Photos</p> <p><i>Writing:</i> Write About a Classmate</p> <p>STUDENT ASSESSMENTS - Unit Tests - Language Functions Rubric</p>	<p>Materials from <i>Inside the USA</i>:</p> <p><i>What Can You Do?</i> (Chant) p. 110</p> <p><i>That Sounds Like Fun!</i> (Chant) p. 120</p> <p><i>The Soccer Game</i> (Theme Theater) p. 128</p> <p><i>Things We Can Do</i> (Chant) p. 130</p> <p>Materials from <i>Inside Library</i>:</p> <p><i>Huong's Journey</i> (Book) by Frank Hartley</p> <p><i>Inside Phonics Practice Book</i></p> <p>Language CD 2, Tracks 1-11</p> <p>Vocabulary Picture Cards 81-111, 113-116, 118, 111-120</p> <p>Word File Pictures 81-120</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Describe characters, setting, and major events in a story, using key details. ▪ Describe the connection between two individuals, events, ideas, or pieces of information in a text. ▪ Demonstrate understanding of spoken words, syllables, and sounds (phonemes). ▪ <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ▪ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure. ▪ Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. because). ▪ Use common, proper, and possessive nouns. ▪ With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

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<p>Marking Period 3</p> <p><u>Unit 5: At Lunch</u></p> <p><i>Essential Question:</i> What Foods Do I Like To Eat?</p> <p><i>Reading Focus:</i> - Letters: R, D, C, V, O - Short o</p> <p><i>Vocabulary:</i> - Food (Plurals) - Money</p> <p><i>Learning Strategy:</i> Building Backgrounds: Relate to Personal Experience</p> <p><i>Language Function:</i> - Give Information - Express Likes and Dislikes - Buy and Sell</p> <p><i>Writing:</i> Write About Your Favorite Food</p>	<p>Materials from <i>Inside the USA</i>:</p> <p><i>Tasty Treats</i> (Chant) p. 144</p> <p><i>Foods I like!</i> (Chant) p. 154</p> <p><i>Pizza or Pasta?</i> (Theme Theater) p. 160</p> <p><i>How Much is It?</i> (Chant) p. 162</p> <p>Materials from <i>Inside Library</i>:</p> <p><i>Lunch Around the World</i> (book) by Louise Franklin</p> <p><i>Inside Phonics Practice Book</i></p> <p>Language CD 2, Tracks 12-21</p> <p>Vocabulary Picture Cards 56-67, 121-140</p> <p>Word File Pictures 121-150</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Identify who is telling the story at various points in the text. ▪ Identify the reasons an author gives to support points in a text. ▪ Know and apply grade level phonics and word analysis skills in decoding words. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults. ▪ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure. ▪ Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ▪ Participate in shared research writing projects (e.g., explore a number of 'how-to' books on a given topic, and use them to write a sequence of instructions). <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Demonstrate command of conventions of Standard English capitalization, punctuation, and spelling when writing. ▪ Identify real-life connections between words and their use (e.g., note places at home that are cozy).

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<p><u>Unit 6: Information Everywhere</u></p> <p><i>Essential Question:</i> Where Can I Look for Information?</p> <p><i>Vocabulary:</i> - Print Materials - Parts of a Book - Technology - Computer Words - Signs and Safety - Prepositions</p> <p><i>Learning Strategy:</i> - Building Background: Relate to Personal Experience - Use Graphic Organizers (Mind Map)</p> <p><i>Language Functions:</i> - Express Needs and Wants - Give and Follow Commands</p> <p><i>Writing:</i> Write How to Do Something</p> <p>STUDENT ASSESSMENTS - Unit Tests - Language Functions Rubric</p>	<p>Materials from <i>Inside the USA</i>:</p> <p><i>Tasty Treats</i> (Chant) p. 144</p> <p><i>Foods I like!</i> (Chant) p. 154</p> <p><i>Pizza or Pasta?</i> (Theme Theater) p. 160</p> <p><i>How Much is It?</i> (Chant) p. 162</p> <p>Materials from <i>Inside Library</i>:</p> <p><i>The Race Around the World</i> (Book) by Lilli Henderson</p> <p><i>Inside Phonics Practice Book</i></p> <p>Language CD 2, Tracks 22-29</p> <p>Vocabulary Picture Cards 153, 156-157, 160, 151-176</p> <p>Word File Pictures 151-176</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. ▪ Know and use various text features to locate key facts or information in a text. ▪ With prompting a support, read informational text appropriately complex for grade level. ▪ Know and apply grade level phonics and word analysis skills in decoding words. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults. ▪ Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. ▪ With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ▪ Participate in shared research writing projects (e.g., explore a number of 'how-to' books on a given topic, and use them to write a sequence of instructions). <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Use frequently occurring conjunctions (e.g. and, but, or, so, because). ▪ Define words by category and by one or more key attributes. ▪ Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

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<p>Marking Period 4</p> <p><u>Unit 7: How Do You Feel?</u></p> <p><i>Essential Question:</i> How Do You Feel?</p> <p><i>Reading Focus:</i> - Letters: J, B, W, K, E - Short e</p> <p><i>Vocabulary:</i> - Parts of the Body - Describing Words - Feelings</p> <p><i>Learning Strategy:</i> - Building Background: Relate to Personal Experience - Use Graphic Organizers (Mind Map) - Test-taking Strategies (NYSESLAT Practice)</p> <p><i>Language Function:</i> - Describe Yourself - Describe other people - Express Feelings</p> <p><i>Writing:</i> Describe a Friend</p>	<p>Materials from <i>Inside the USA</i>:</p> <p><i>Parts of Your Body</i> (Chant) p. 206</p> <p><i>How Do You Feel?</i> (chant) p. 216</p> <p><i>At the Doctor's Office</i> (Theme Theater) p. 224</p> <p><i>How I Feel</i> (Chant) p. 226</p> <p>Materials from <i>Inside Library</i>:</p> <p><i>How Do They Feel?</i> (Book) by Frank Hartley</p> <p><i>Inside Phonics Practice Book</i></p> <p>Language CD 3, Tracks 1-11</p> <p>Word File Pictures 101-110, 177-186, 187-196, 197-206, 177-183</p> <p>Vocabulary Picture Cards 187-196, 197-206</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Identify words and phrases in stories and poems that suggest feelings or appeal to the senses. ▪ Ask and answer questions about key details in a text. ▪ Read with sufficient accuracy and fluency to support comprehension. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. ▪ Participate in collaborative conversations with diverse partners about grade level topics and texts with peers and adults. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure. ▪ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Use the most frequently occurring inflections and affixes (e.g. -ed, -s, re-, un-, pre-, -ful). ▪ Use knowledge of language and its conventions when writing, speaking, reading, or listening. ▪ Compare formal and informal uses of English.
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<p>Unit 8: Brrr! Put On Your Coat!</p> <p><i>Essential Question:</i> What Are You Wearing?</p> <p><i>Vocabulary:</i> - Clothing - Weather - Describing Words</p> <p><i>Learning Strategy:</i> - Building Background - Test-taking Strategies (NYSESLAT Practice)</p> <p><i>Language Functions:</i> - Ask and Answer Questions - Describe Things - Express Ideas</p> <p><i>Writing:</i> Write a Letter and a List</p> <p>STUDENT ASSESSMENTS - Unit Tests - Language Functions Rubric</p>	<p>Materials from <i>Inside the USA</i>:</p> <p><i>The Clothing Machine</i> (Chant) p. 238</p> <p><i>Ready to Go!</i> (Chant) p. 248</p> <p><i>Sneakers for Silvia</i> (Theme Theater) p. 256</p> <p><i>What Will I Wear?</i> (Chant) p. 258</p> <p>Materials from <i>Inside Library</i>:</p> <p><i>What Should I Wear?</i> (Book) by Frank Hartley</p> <p><i>Inside Phonics Practice Book</i></p> <p>Language CD 3, Tracks 12-21</p> <p>Vocabulary Picture Cards 207-232</p> <p>Word File Pictures 187-232</p> <p>Materials selected by the teacher that enhance students' understanding of the unit:</p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> ▪ Compare and contrast the adventures and experiences of characters in a story. ▪ Describe the connections between two individuals, events, ideas, or pieces of information in a text. ▪ Read with sufficient accuracy and fluency to support comprehension. <p><u>Speaking and Listening</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions about key details in a text read aloud or information presented orally or through other media. ▪ Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. <p><u>Writing</u></p> <ul style="list-style-type: none"> ▪ Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide some sense of closure. ▪ Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. <p><u>Knowledge of Language and Conventions</u></p> <ul style="list-style-type: none"> ▪ Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. ▪ With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.