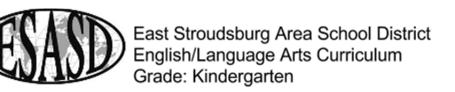


t Title: Foundational Skills	Course time prior to PSSA: Throughout school year
t Overview/Big Ideas: mprehension requires and enhances critical thinking and is constructed ugh the intentional interaction between reader and text iting is a means of documenting thinking	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/elloveay.aspx#
t Essential Questions: How do we think while reading in order to understand and bond? What role does writing play in our lives?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
necting to Other Standards: : www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views itent Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/

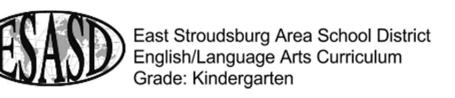


Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
ndational Skills Standards: 1.1.K.A- CC.1.1.K.E		McGraw Hill Wonders (2014) online graphic organizer resources	

gnostic: expanded screening, scored; not graded, DIBELS, NWEA mative: feedback, usually not graded, questions/answers, observations, conferences

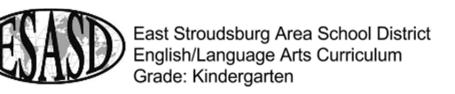
chmark: District tests, DIBELS, NWEA

nmative: graded tests and assignments after concept is taught



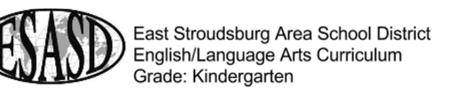
t Title: Foundational Skills
ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.1.K.A 1.1.K.B	Utilize book handling skills Demonstrate understanding of the organization and basic features of print	Students will Hold book correctly Turn page by page from front to back cover. Students will Follow words left to right and top to bottom. Demonstrate	left right print illustration text	McGraw/Hill Reading Wonders (2014) (M/H) •Big Books •Leveled readers •Classroom Library Tradebooks (M/H) •ebooks •Teacher's Editions Units 1-5 •M/H electronic	McGraw/Hill Reading Wonders (2014) (M/H) Teacher observation Anecdotal Notes
	•	return sweep. Distinguish print from picture.	sweep	resources Classroom Library Books Teacher Resources	



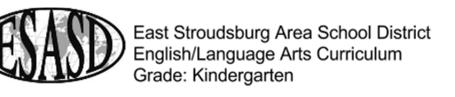
ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

and Eligible What students Compe Content need to know What s need to	Jnit Content Vocabulary students be able to skills)	Materials, Resources, Instructional Activities	Assessment
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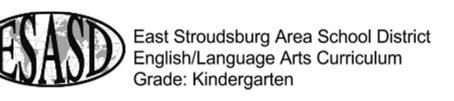
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SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessments
and Eligible	What students	Competencies -	Vocabulary	Resources,	



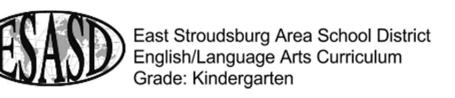
Content	need to know	What students need to be able to do (skills)		Instructional Activities	
		 Differentiate first/last letter in a word. Differentiate first/last word in a sentence. Locate punctuation: periods, question marks, exclamation points and quotation marks. 	 Period Question Mark Exclamation Quotation Marks 	M/H 2014 Big Books Leveled readers Classroom Library Tradebooks (M/H) ebooks TM/HTEUnit# M/H electronic resources Classroom Library Books Teacher Resources	 Teacher Observation Anecdotal Notes

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. <u>undational Skills</u>)

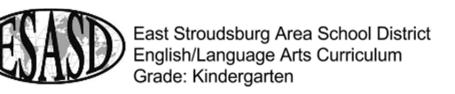


SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.1.K.C	Demonstrate understanding of spoken words, syllables and sound (phonemes)	Students will Recognize and produce rhyming words Determine that the ending of the word is important for rhyming Count, produce, blend, and segment syllables in spoken words Blend and segment onsets and rimes of single-syllable spoken words	 Rhyme Blend Segment Syllables Onset Rhime 	 M/H TEUnit#1-10 M/H Leveled Readers Teacher Resources 	 DIBELS Teacher-made Quarterly Assessment McGraw/Hill Reading Wonders Benchmark Assessment (2014) McGraw/Hill Reading Wonders Unit Assessment (2014) McGraw/Hill Reading Wonders Unit Assessment (2014) McGraw/Hill Reading Wonders Placement and Diagnostic Assessment (2014)

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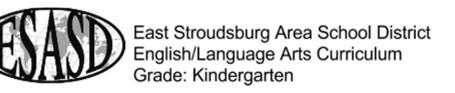


SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
1.1.K.D	Know and apply grade-level phonics and word analysis skills in decoding words.	Isolate and pronounce the initial, medial vowel and final sound (phoneme) in three-phoneme (CVC) words. Students will Demonstrate basic knowledge of one-to-one letter-sound correspondence	 vowel consonant letters digraphs blends vowel teams 	 M/HTE Unit# 1-8,10 M/H Your Turn Practice Book M/H Sound Spelling Cards M/H Photo Cards M/H Leveled Workstation Activity Cards Teacher resources 	 DIBELS M/H-PDA M/H-BA M/H-UA Teacher-made quarterly assessments



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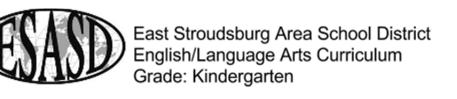
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
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Associate the long and short sounds with common spellings for the five major vowels. Read grade-level high frequency sight words with automaticity. Distinguish between similarly spelled words by indentifying the sound of the letters that differ. Associate the long and short sounds with a long and short sounds with a long and Little Book of Reading M/H Litterature Big Books M/H Sound Spelling Cards M/H Sound Spelling Cards M/H High Frequency Word Cards M/H Leveled Workstation Activity Cards M/H Leveled Readers Teacher resources			
	t Title: Foundational Skills	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 indentifying the sound of the	 M/H Big and Little Book of Reading M/H Literature Big Books M/H Your Turn Practice Book M/H Sound Spelling Cards M/H High Frequency Word Cards M/H Leveled Workstation Activity Cards M/H Leveled Readers Teacher

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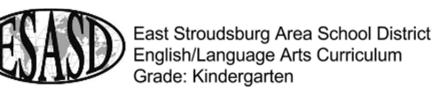
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessment
		need to be able to		Activities	



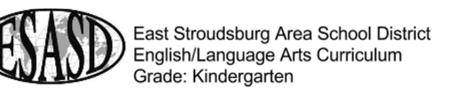
		do (skills)		
CC code ASD curriculum ndate	Print Uppercase and lowercase letters.	 Write phonetically Decode and encode simple VC and CVC words. Students will Print uppercase and lowercase letters with proper form and size. 	10M/H Big/ Little Book of ReadingM/H Leveled Readers	 M/H-PDA M/H-BA M/H-UA Teacher-made quarterly assessments DIBELS Teacher observation Anecdotal notes

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

SSA Anchors	Unit Concepts -	Unit	Content	Materials,	Assessment
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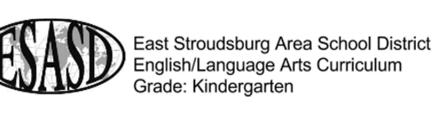


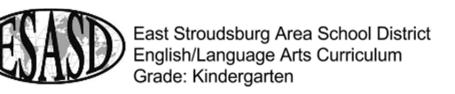
and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
1.1.K.E	Read emergent-reader text with purpose and understanding	Students will Read on-level text with purpose and understanding. Use context clues to confirm understanding of text.		 M/HTE Unit#1-10 M/H Reading/ Writing Workshop M/H Leveled Readers Teacher resources 	 Teacher observation Anecdotal records



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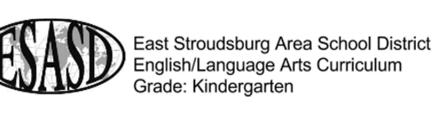
Content need to know Wh	Unit Content npetencies - at students to be able to lo (skills)	Materials, Resources, Instructional Activities	Assessment
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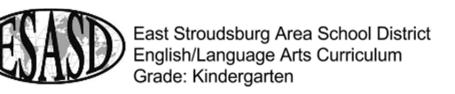




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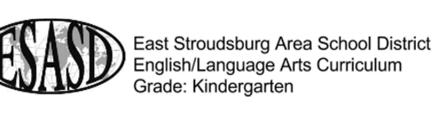
SSA Anchors Unit Concepts and Eligible What student Content need to know	s Competencies -	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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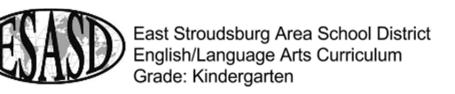




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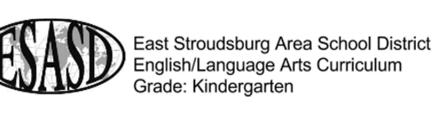
SSA Anchors Unit Concepts and Eligible What student Content need to know	s Competencies -	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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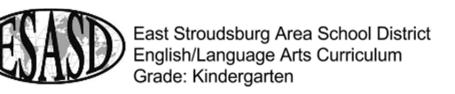




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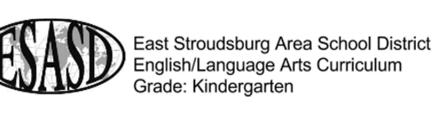
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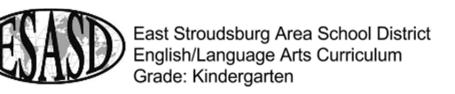




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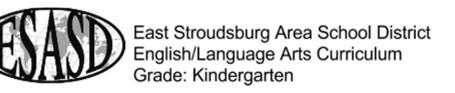
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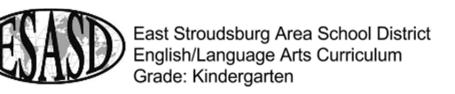




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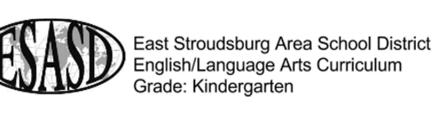
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

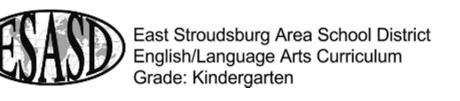




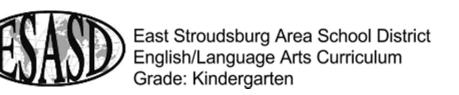
ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

SSA Anchors Unit Concepts and Eligible What student Content need to know	s Competencies -	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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<u>: Title: Informational Text</u>	Course time prior to PSSA: Throughout school year
t Overview/Big Ideas: Iffective readers use appropriate strategies to construct aning. Critical thinkers actively and skillfully interpret, analyze, luate, and synthesize information. An expanded vocabulary enhances one's ability to express as and information	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/elloveay.aspx#
t Essential Questions: What is this text really about? low do strategic readers create meaning from informational literary text? Vhy learn new words? What strategies and resources do I to figure out unknown vocabulary?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
nnecting to Other Standards: : www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views Itent Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/



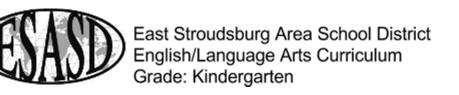
Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
rmational Standards: 1.2.K.A - CC1.2.L		McGraw-Hill Wonders (2014) online graphic organizer resources	

Assessments Definitions:

gnostic: expanded screening, scored; not graded, DIBELS, NWEA

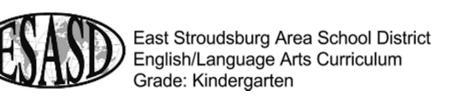
mative: feedback, usually not graded, questions/answers, observations, conferences ichmark: District tests, DIBELS, NWEA

nmative: graded tests and assignments after concept is taught



ntent Statement: Students, read, understand and respond to <u>informational text</u>- with an emphasis on inprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on tual evidence.

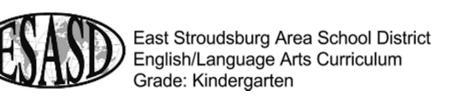
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
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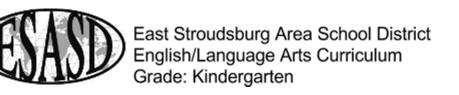
1.2.K.A 1.2.K.B	Retell key details of text Answer questions about key details of text/illustrations	Students will With prompting and support, identify the main idea of a selection read aloud. Students will With prompting and support, retell key details from a text read aloud. Students will With prompting and support, answer questions about key details of text/illustrations.	main idea	 M/H TE Unit# 1,2,4-10 M/H leveled readers M/H Your Turn Practice Book M/H Reading Workstation Activity Cards M/H Literature Big Books Interactive Read- Aloud Cards District Science and Social Studies classroom books 	 M/H-BA M/H-UA M/H-PDA Teacher Observation Anecdotal Notes
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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
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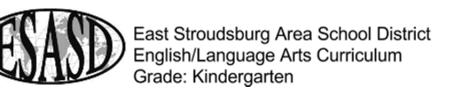


		do (skills)		
1.2.K.D	o Make a connection between individual events, ideas, or pieces of information in a text	Students will With prompting and support, make connections between pieces of information in a text and personal experience	 M/H TE Unit# 6-8 M/H leveled readers M/H Your Turn Practice Book M/H Reading Workstation Activity Cards M/H Literature Big Books Interactive Read- Aloud Cards District Science and Social Studies classroom books 	 M/H-BA M/H-UA M/H-PDA Teacher Observation Anecdotal Notes
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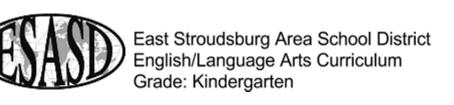
ntent Statement: Students, read, understand and respond to <u>informational text</u>- with an emphasis on nprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on tual evidence.

and Eligible Wha	Concepts – at students ed to know What students need to be able to do (skills)		Materials, Resources, Instructional Activities	Assessments
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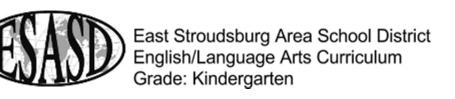
SSA Anchors Unit Concepts –	Unit	Content	Materials,	Assessments
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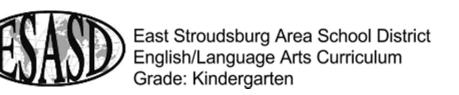
and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
1.2.K.F	Ask and answer questions about unknown words in a text	With prompting and support, students will Predict meanings of given words in a text. Confirm and/or revise predictions based on text read. Frame unknown words in a shared reading and use clues to identify it's meaning. Identify facts in a text.	Predict	 M/H TE Unit# 4, 5,7,8 and 10 M/H Leveled Readers District Science and Social Studies classroom books 	Anecdotal Notes

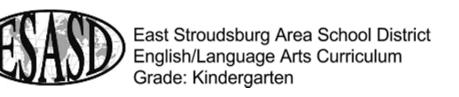
ntent Statement: Students, read, understand and respond to <u>informational text</u>- with an emphasis on nprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on tual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.2.K.G	Answer questions to describe the relationship between illustrations and the text in which they appear.	Students will Describe what event in the story an illustration depicts. Locate information using visual representation and key words.	illustrations text picture walk	 M/H TE Unit# 1-4,6,9,10 M/H Leveled Readers M/H Reading Workstation Activity Cards M/H Literature Big Books M/H Interactive Read-Aloud Cards District Science and Social Studies classroom books 	 M/H-UA Teacher Observation Anecdotal Notes

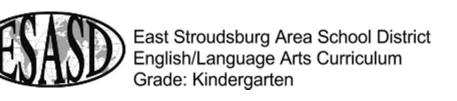


SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
		Take a picture walk through a text and ask/answer questions about connections between illustrations and text.	text	 M/H TE Unit# 1-4,6,9,10 M/H Leveled Readers M/H Reading Workstation Activity Cards M/H Literature Big Books M/H Interactive Read-Aloud Cards District Science and Social Studies classroom books 	 M/H-UA Teacher Observation Anecdotal Notes



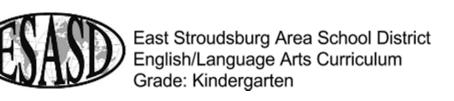


SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
		do (skills)		7.0	

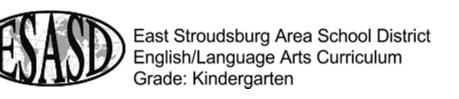


1.2.K.H	Identify the reasons an author gives to support points in a text.	Students will With support, use graphic organizers to identify an author's main points. With support, discuss main points in a text and highlight/frame it's supporting details.	supporting detail evidence	•	M/H TE Units# 2, 4, 5, 8, 9, 10 M/H Reading Workstation Activity Cards M/H Literature Big Books District Science and Social Studies classroom books	•	Anecdotal Notes

SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessments

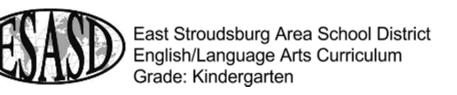


and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
1.2.K.I	Identify basic similarities and differences between two text (read or read aloud) on the same topic.	Students will With prompting and support,use graphic organizers to identify similarities and differences on two texts with common topics.	similarities differences Venn-diagram	 M/H TE Units# 1,2,4,5,7-10 M/H Reading/Writing Workshop Big Book M/H Reading Workstation Activity Cards M/H Literature 	
1.2.K.J	Use words and phrases acquired through conversations, reading, being read to and responding to texts.	Students will Use new vocabulary in oral language Add words to the word wall that are acquired through texts. Use illustrations and portions of a story to infer and predict what happens next	word web word wall	 M/H Literature Big Books M/H Interactive Read-Aloud Cards M/H TE Units# 1- 10 M/H Visual Vocabulary Cards 	• M/H UA



tual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.2.K.K	Determine or clarify the meaning of unknown or multiple meaning words and phrases based upon grade-level reading and content.	 Respond to questions to discover unknown words, phrases and meanings. Frame unknown words or phrases in shared readings and use clues to identify their meaning. Match vocabulary words to their picture. 	vocabulary multi-meaning words	 M/H TE Units# 1- 10 M/H Visual Vocabulary Cards 	• M/H UA

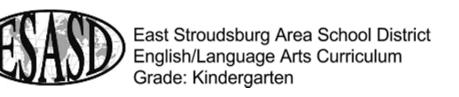


SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

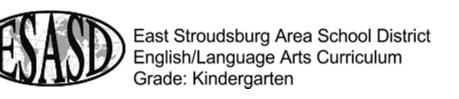


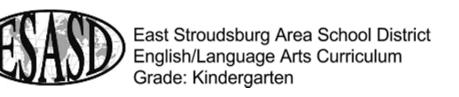
East Stroudsburg Area School District English/Language Arts Curriculum Grade: Kindergarten

Actively engage in group reading activities with purpose and understanding. Students will Read text aloud with repetitive storylines. Answer questions to demonstrate levels of understanding. M/H TE Unit# 1- 10 M/H Reading/Writing Workshop Big Books M/H Leveled Readers M/H Interactive Read-Aloud Cards					
	1.2.K.L	group reading activities with purpose and	 Read text aloud with repetitive storylines. Answer questions to demonstrate levels of understanding. 	 10 M/H Reading/Writing Workshop Big Books M/H Leveled Readers M/H Interactive Read-Aloud 	

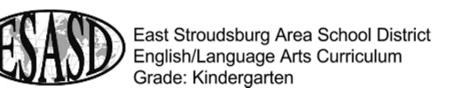


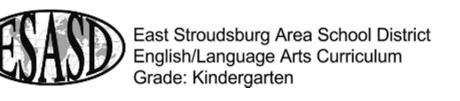
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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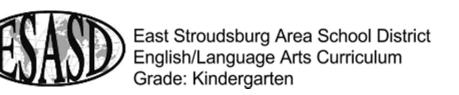


A Anchors and gible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment





<u>t Title:</u> Literature	Course time prior to PSSA: Throughout school year
t Overview/Big Ideas: Effective readers use appropriate strategies to construct aning. An expanded vocabulary enhances one's ability to express as and information.	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/elloveay.aspx#
Essential Questions: How does interaction with text provoke thinking and bonse? How do strategic readers create meaning from informational literary text? What strategies and resources does the learner use to figure unknown vocabulary?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
inecting to Other Standards: :: www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views itent Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/



Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	ı
rature Standards 1.3.K.A- CC.1.3.K.K		McGraw-Hill Wonders (2014) online graphic organizer resources.	

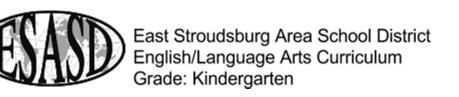
Assessments Definitions:

gnostic: expanded screening, scored; not graded, DIBELS, NWEA

mative: feedback, usually not graded, questions/answers, observations, conferences

chmark: District tests, DIBELS, NWEA

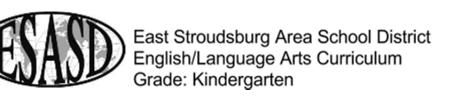
nmative: graded tests and assignments after concept is taught



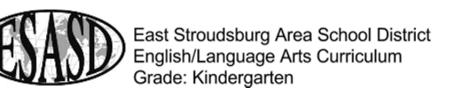
ntent Statement: Students read and respond to works of <u>literature</u> with emphasis on comprehension, vocabulary uisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.3.K.A 1.3.K.B	Retell familiar stories including key details. Identify and complete predictable language patterns(e.g. pattern books, predictable books, nursery rhymes) Answer questions	With prompting and support, students will retell a familiar story using dramatization and/or props. Use drawings to express understanding and illustrate key details.	key details	 M/H TE Unit# 1- 10 M/H Leveled Readers M/H Reading Workstation Activity Cards M/H Yout Turn Practice Book M/H Literature Big Books Interactive -Read Alouds by Linda Hoyt (2007), (IRA) 	 M/H BA M/H UA M/H-PDA Teacher observation Anecdotal notes
1.J.N.D	about key details in a text.	With Prompting and support, use illustrations and text to make logical predictions.		(IKA)	

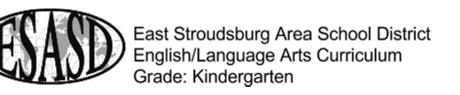
t Title: Literature



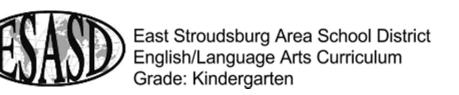
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.3.K.C	Identify: Character Setting Major events in a story	Students will Identify the who, what, where, when, why and how of a story read aloud. Illustrate the character, setting and/or major events in a story read aloud.	character setting	 M/H TE Units# 1,3,4,5,7-10 M/H Literature Big Books M/H Reading Workstation Activity Cards M/H Your Turn Practice Book M/H Leveled Readers M/H Interactive Read-Aloud Cards IRA (2007) 	 M/H UA M/H BA M/H-PDA Teacher observation Anecdotal Notes

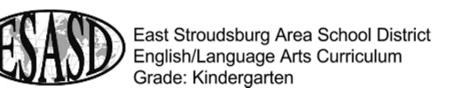


SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
1.3.K.D	Name the author and illustrator of a story and define the role of each in telling the story.	Students will Write and illustrate pages in a class book. Identify the contributions of the author and illustrator. Students will	author illustrator	 M/H TE Unit#1- 10 M/H Leveled Readers M/H Literature Big Books M/H Reading Workstation Activitiy Cards M/H Interactive Read-Aloud 	 Teacher observation Anecdotal records
1.3.K.E	Recognize common types of text.	 Listen to a variety of types of texts. Sort previously read texts by type. (poems, fiction, nonfiction) Identify dialogue in simple texts. 		Cards IRA (2007) Classroom library Teacher resources Climb Inside A Poem by Georgia Heard and Lester Laminack (2007)	

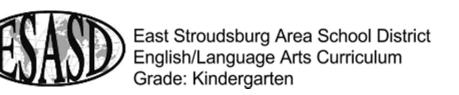


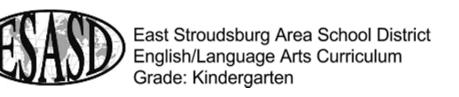
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.K.F	Ask and answer questions about unknown words in a text.	Students will Predict and confirm the meanings of unknown words in a text. Use context clues to determine the meaning of unknown words in a text. Identify literary devices in rhyme rhythm, repetition and patterns.	prediction context clues rhyme rhythm repitition	 M/H TE Unit#1,4,6,7,9,10 M/H Leveled Readers M/H Reading/Writing Workshop Big Book IRA (2007) Classroom library Teacher resources 	 Anecdotal Notes Teacher observation



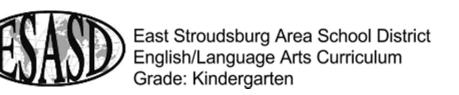


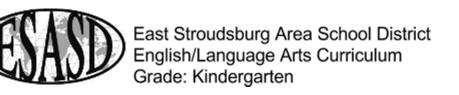
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.K.G	Make connections between illustrations and the text in a story read or read aloud.	Students will Listen to words, phrases or sentences in a text read aloud and locate the corresponding illustration. Use an illustration from a story to explain an event in the story.	illustration	 M/H TE Unti#1,3,5,6,7,8, 10 M/H Leveled Readers M/H Reading Workstation Activity Cards M/H Literature Big Books M/H Interactive Read-Aloud Cards IRA (2007) 	 M/H BA M/H UA M/H PDA Teacher resources Anecdotal Notes



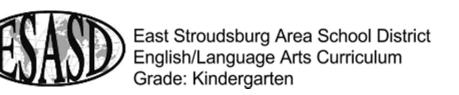


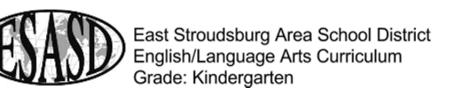
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.K.H	Compare/contrast the adventures and experiences of characters in familiar stories.	Students will Work with partners to discuss how characters and events in stories are connected. Students will answer questions to explain connections between characters and events.	characters similarities differences compare contrast	 M/H TE Unit# 1-3, 4, 6-10 M/H Leveled Readers M/H Reading Workstation Activity Card M/H Literature Big Books M/H Interactive Read-Aloud Cards IRA (2007) Classroom library Teacher resources 	 Teacher observation Anecdotal Notes





SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.3.K.I	Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading content.	Students will Respond to questions to discover the meaning of unknown/multiple meaning words.		 M/H TE Units# 1, 4, 6, 7, 9, 10 M/H Leveled Readers M/H Reading/Writing Workshop Big Books IRS (2007) 	Teacher observationAnecdotal Notes
1.3.K.J	Use words and phrases acquired through conversations, reading, being read to and responding to texts.	Students will Add new vocabulary words to word wall/display. Utilize new vocabulary in grade-level writing.		 Classroom library Kid Writing manual 	



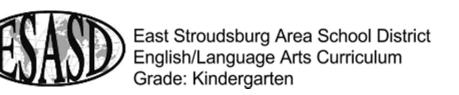


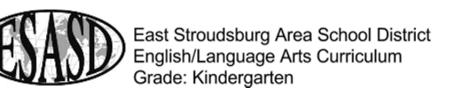
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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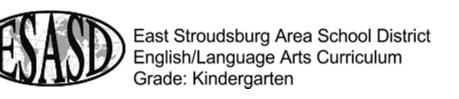
East Stroudsburg Area School District English/Language Arts Curriculum Grade: Kindergarten

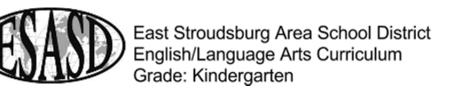
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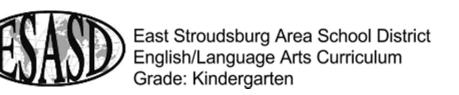


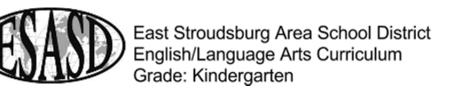
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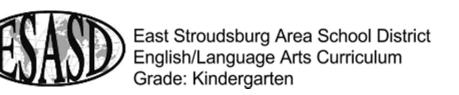


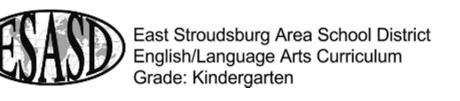
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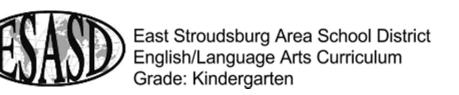


SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment





t Title: Speaking and Listening	Course time prior to PSSA: Throughout school year
t Overview/Big Ideas: ffective speaking and listening are essential for productive nmunication. stening provides the opportunity to learn, reflect, and bond	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ellove ay.aspx#
t Essential Questions: ow do speakers employ language and utilize resources to ctively communicate a message? low do active listeners make meaning?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
necting to Other Standards: : www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views ntent Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/



Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
eaking and Listening Standards: 1.5.1.A- CC.1.5.1.G		McGraw-Hill online graphic organizer resources	

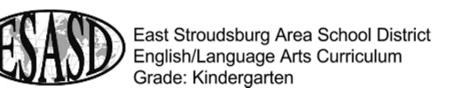
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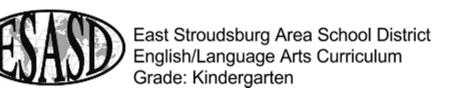
chmark: District tests, DIBELS, NWEA

nmative: graded tests and assignments after concept is taught



ntent Statement: Students present appropriately in formal <u>speaking</u> situations, <u>listen</u> critically, and respond elligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.5.K.A	Participate in collaborative conversations with peers and adults in small and large groups.	Students will demonstrate proper conversation skills and follow agreed- upon rules for discussion such as take turns speaking listen to the person speaking not interrupt the speaker speak about the topic		 IRA (2007) M/HTE Units# 1-10 M/H Reading/Writing Workshop M/H Your Turn Practice Book M/H Reading Workstation Activity Cards M/H Writing workstation Activity cards Second Step: Skills For Social and Academic Success (2011) Climb Inside A Poem by Georgia Heard and Lester Laminack (2007) 	 Teacher observation Anecdotal notes

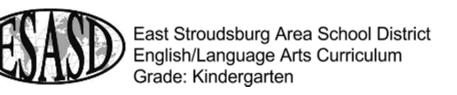


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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
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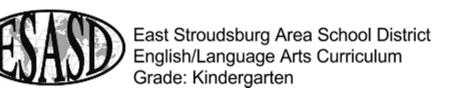


1.5.K.B	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Students will Ask questions about key details Answer questions about key details.	M/H TE Unit#1- 10 IRA (2007) M/H Literature Big Books Classroom library	Teacher observationAnecdotal notes
1.5.KK.C	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Students will Obtain information by asking questions Ask questions to seek help to clarify something not understood.	M/H TE Unit#1-10 M/H Reading/Writing Workshop M/H Leveled Readers M/H Reading Workstation Activity Cards M/H Writing Activity Workstation cards	



ntent Statement: Students present appropriately in formal <u>speaking</u> situations, <u>listen</u> critically, and respond elligently as individuals and in group discussions.

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
1.5.K.D	Share stories, familiar experiences, and interest, speaking clearly enough to be understood by all audiences using appropriate volume.	Students will Speak clearly Speak in complete sentences Use appropriate rate and volume		 M/H Literature Big Books M/H Interactive Read-Aloud Cards 	 Teacher observation

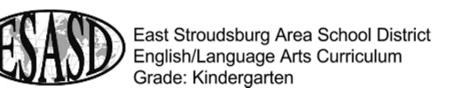


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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
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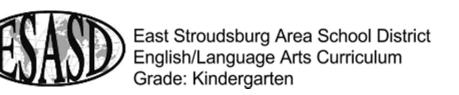


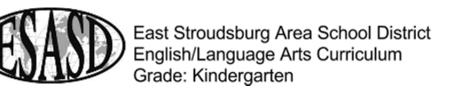
1.5.K.E	Speak audibly and express thoughts, feelings, and ideas clearly.	Students will Sit in Author's Chair and tell stories. Bring items of interest from home and share thoughts, feelings, and ideas about their items.	describe detail feelings thoughts	 M/H TE Units#1-10 M/H Reading/Writing Workshop M/H Leveled Readers M/H Your Turn Practice Book M/H Reading Workstation Activity Cards M/H Writing Workstation Activity Cards M/H Literature Big Books M/H Interactive Read-Aloud cards 	•	Teacher observation Anecdotal notes



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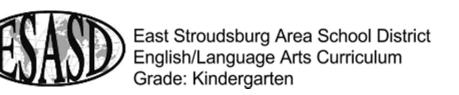
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.5.K.F	Intentionally Blank			. NA/LITE LIGHT	Taaabaa
1.5.K.G	Demonstrate command of the conventions of standard English when speaking, based on Kindergarten level and content.	When speaking orally, students will use standard: Subject/ Predicate Agreement Word order Pronunciation Irregular plural		 M/H TE Units#1- 10 M/H Interactive Read-Aloud Cards IRA (2007) 	 Teacher observation Anecdotal notes

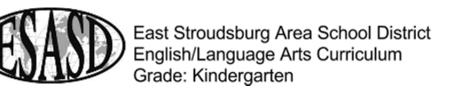




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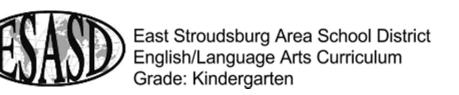
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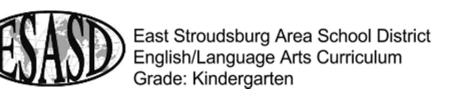




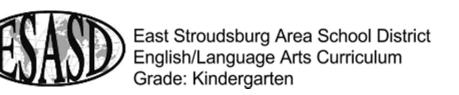
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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment





<u>t Title:</u> Writing	Course time prior to PSSA: Throughout school year
t Overview/Big Ideas: Rules of grammar and convention of language support rity of communications between writers/speakers, and ders/listeners. Vriting is a means of documenting thnking.	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/elloveay.aspx#
t Essential Questions: b what extent does the writing process contribute to the lity of writing? How do we develop into effective writers? What role does writing play in our lives?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
necting to Other Standards: : www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views ntent Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/



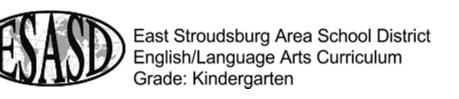
Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
ting Standards .1.4.K.A-CC.1.4.K.X		McGraw-Hill online graphic organizer resources	

Assessments Definitions:

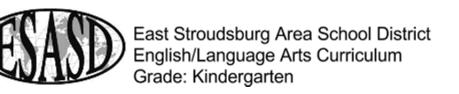
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nmative: graded tests and assignments after concept is taught



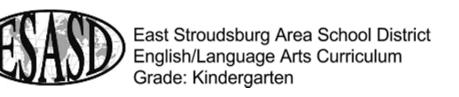
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.4.K.A	Use a combination of drawing, dictating, and writing to compose informative/explana tory texts. (e.g., lists, letters, descriptions, collection of facts)	Students will Write, draw, and/or dictate a response to grade level appropriate prompts. (e.g., I like; My favorite etc.).		 M/H TE Units#1- 10 M/H Reading/Writing Workshop M/H Writing Workstation Activity Cards Kid Writing manual 	 Kid Writing samples M/H UA Writing Rubric (found in beginning of unit assessment book) Teacher observation Student work sample Anecdotal notes
1.4.K.B	Use a combination of drawing, dictating, and writing to focus on one specific topic.	Students will Write, draw, and/or dictate a response on a given subject.			



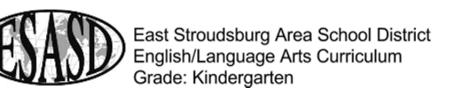
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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessments Diagnostic Formative
		need to be able to		Activities	Benchmark
		do (skills)			



1.4.K.C	With prompting and support, generate ideas and details to convey information that relates to the chosen topic. A. Make logical connections between drawing and dictation/writing.	Students will Use words/pictures to explain steps in a task. (e.g., recipe, directions) Illustrate/write information/ details from a text read aloud. Students will Match illustrations to text.	illustrations text	 M/H TE Units#1- 10 M/H Reading/Writing Workshop M/H Writing Workstation Activity Cards Kid Writing manual 	 Kid Writing samples M/H UA Writing Rubric (found in beginning of unit assessment book) Teacher observation Student work sample Anecdotal notes



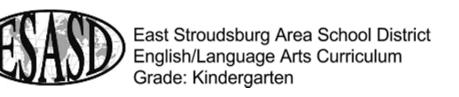
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
1.4.K.D	B. Organize words into a complete thought. C. Arrange words in a logical sentence	Students will Apply grade-level phonics and word knowledge to write/dictate a simple sentence.	sentence complete thought	 M/H TE Units#1- 10 M/H Reading/Writing Workshop M/H Writing Workstation Activity Cards Kid Writing manual 	 Kid Writing samples Writing Rubric (found in beginning of unit assessment book) Teacher observation Student work sample Anecdotal notes



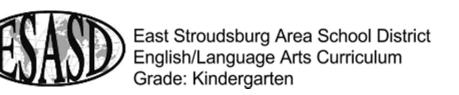
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

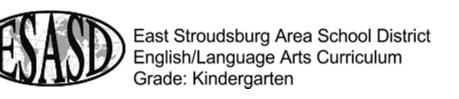


1.4.K.E	With prompting and support, illustrate using details and dictate/write using descriptive words.	Students will Use suggestions from writing conference to add details(e.g., words, pictures) to their writing.	details "describing words"	•	10 M/H Writing Workstation	•	M/H UA Kid Writing samples Writing Rubric Teacher observation Student work sample Anecdotal note
1.4.K.G	Use a combination of drawing, writing to compose opinion pieces on familiar topics.	Students will Complete prompts such as "I think"; I believe;			M/H TE Unit# 1,3, 6, 10		

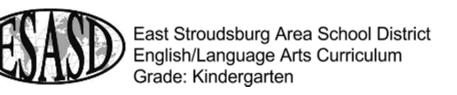


SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.K.H	Form an opinion by choosing between two given topics.	Student will Form an opinion by choosing among given topics	opinion	 M/H TE Unit# 1, 3, 5, 6, 9, 10 M/H Reading/Writing Workshop M/H Writing Workstation Activity Cards 	 Kid Writing samples Writing Rubric Teacher observation Student work sample Anecdotal notes
1.4.K.I	Support the opinion with reasons.	 Support the opinion with reasons related to the opinion 	opinion		

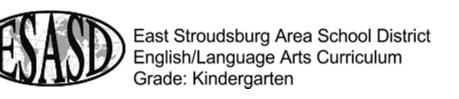




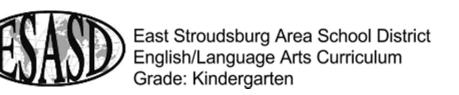
SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.K.J 1.4.K.K	Make logical connections between drawing and writing.	Students will Draw illustrations that convey the meaning of their writing.		 Kid Writing manual Teacher resources 	 M/H UA Kid Writing samples Writing Rubric Teacher observation Student work sample Anecdotal note
1.4.K.M	Use a combination of drawing, dictating and writing to compose narratives that describe real or imagined experiences or events.			 M/H TE Units#1- 10 Reading/Writing Workshop Writing Workstation Activity Cards 	 M/H UA Kid Writing samples Writing Rubric Teacher observation Student work

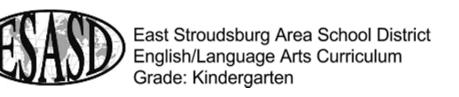


		sample Anecdotal notes



SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.K.N	Establish who and what the narrative will be about.	Student will Determine who and what the narrative will be about.	narrative	• M/H TE Unit# 1, 3, 6, 8	Teacher observationM/H UA
1.4.K.O	Describe experiences and events. Include people, places, and things.	Student will With prompting and support, use words and drawings to tell about personal experiences/ events.		 M/H TE Unit# 1- 10 M/H Reading/Writing Workshop Writing Workstation Activity Cards Kid Writing manual 	 M/H UA Kid Writing samples Writing Rubric Teacher observation Student work sample Anecdotal notes

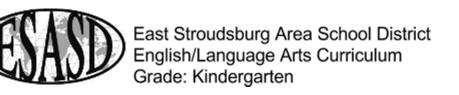




SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
		ao (skiiis)			



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 happened. Include character, setting, main idea.	Students will Use story maps to illustrate events from stories. Use words or drawings to tell about personal experiences.	character setting main idea story map	 M/H TE Unit#2, 3, 5, 6, 8, 9, 10 M/H Reading/Writing Workshop M/H Writing Workstation Activity Cards Kid Writing manual 	 M/H UA Kid Writing samples Writing Rubric Teacher observation Student work sample Anecdotal notes



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Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

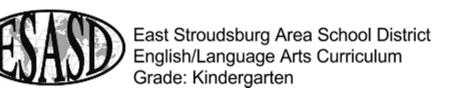


1.4.K.Q	Intentionally Blank				
1.4.K.F 1.4.K.L 1.4.K.R	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will Capitalize the first word in a sentence, names, and the pronoun I. Recognize and use end punctuation. Spell simple words phonetically and spell most high frequency sight words correctly.	period question mark exclamation point capital letter	 M/H TE Unit# 1- 10 Kid writing manual Teacher resources 	 M/H PDA M/H UA Teacher observation Anecdotal records.

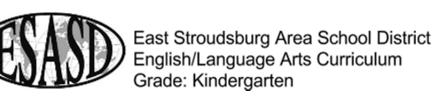
t Title: Writing

and Eligible What students Competencies - Vocabulary Resources, Content need to know What students need to be able to Activities	_		What students	Content Vocabulary	Instructional	Assessment
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		do (skills)			
1.4.K.T	With guidance and support from adults and peers, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Student will Revise writing or illustrations to sequence events and add details.	details edit revise	 M/H TE Unit#1- 10 M/H Writing Workstation Activity Cards Kid Writing Manual 	 Teacher observation Anecdotal records. Kid Writing samples

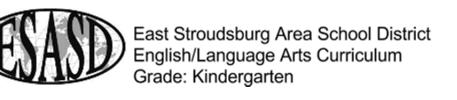


SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
		ao (skiiis)			



Participate in individual or sh research project on a topic of interest.	, , ,	main idea details summarize sequence	 M/H TE Uit# 1-10 M/H Writing Workstation Activity Cards ConnectED digital resources 	 Writing Rubric Teacher observation Student work sample Anecdotal notes
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SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessment
and Eligible	What students	Competencies -	Vocabulary	Resources,	

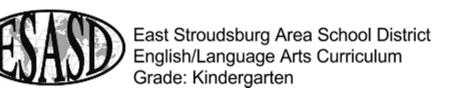


Content	need to know	What students need to be able to do (skills)	Instructional Activities	
1.4.K.W	With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	Students will Use personal experiences or prior knowledge to respond to questions with resources recorded on class charts. Use provided sources (print texts, read alouds, electronic texts) to gather information that answers a question.	 M/H TE Units#1- 10 M/H Reading Writing Workshop Teacher resources IRA (2007) M/H Leveled Readers Classroom Library 	 Teacher observation Anecdotal Notes

SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessment
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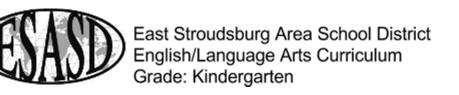
and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
1.4.K.X	Write routinely over short time frames.	Students will Contribute to daily classroom writing.		 M/H TE Units#1- 10 Teacher resources Kid Writing Manual 	Teacher observationAnecdotal notes
1.4.K.U	With guidance and support, explore a variety of digital tools to produce and publish writing or in collaboration with peers.	 Use software applications to create stories with illustrations. Work with partners and use digital tools to write and publish stories. 		 M/H TE Units# 1, 2, 6-10 M/H ConnectED digital resource ESASD digital resources. 	 Teacher observation Anecdotal notes Teacher-created project rubrics



SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
		ao (skiiis)			

SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessment
and Eligible	What students	Competencies -	Vocabulary	Resources,	

Content	need to know	What students need to be able to do (skills)	Instructional Activities	



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Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

