
Second Grade ELA

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Second Grade ELA

Prerequisite:

- Successful completion of First Grade.

Course Description:

In second grade, students begin to read with greater accuracy and fluency. They conduct more sophisticated word studies and use their decoding skills and expanding sight word bank to read longer, more complex texts - including fables and folktales from diverse cultures. Students recount the stories they read, determining the central message, lesson, or moral and describe how characters respond to major events and challenges. As students read grade level text, they cite textual evidence to support the author's purpose. They acquire and use grade-appropriate general academic and domain specific vocabulary. Students in second grade deepen written and verbal communication skills. In addition to informational and narrative writing, students create pieces that state their opinions supported with reasons, using linking words to connect ideas and providing a concluding statement or section. Written text becomes more readable throughout second grade as students use grade –appropriate grammar and conventions including plural and proper nouns, prefixes, and suffixes. Students engage in collaborative, respectful discussions about topics and texts.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

Subject: Second Grade ELA	Grade Level: 2	Date Completed: 03/11/2019
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1st Quarter

Topic	Resources	Standards
Start Smart	Macmillan/McGraw-Hill Treasures © 2011 Letter cards Vowel sounds reproducible High-Frequency Word reproducible Read -Aloud Anthology Reproducible grade level text Collins writing Reproducibles Macmillan/McGraw-Hill Treasures © 2011 Read -Aloud Anthology Grade level text	1.1 Foundational Skills 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listen

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Friends and Family	Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Phonics Reproducibles Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Reading Reproducibles Grammar Workbook Grammar Reproducibles John Collins Writing Journal Writing Book	1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listen
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2nd Quarter

Topic	Resources	Standards
Community Heroes	Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Phonics Reproducibles Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Reading Reproducibles Grammar Workbook Grammar Reproducibles John Collins Writing Journal Writing Book	1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listen

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Let's Create	Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Phonics Reproducibles Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Reading Reproducibles Grammar Workbook Grammar Reproducibles John Collins Writing Journal Writing Book	1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listen
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3rd Quarter

Topic	Resources	Standards
Better Together	Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Phonics Reproducibles Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Reading Reproducibles Grammar Workbook Grammar Reproducibles John Collins Writing Journal Writing Book	1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listen

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<p>Growing and Changing</p>	<p>Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Phonics Reproducibles Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Reading Reproducibles Grammar Workbook Grammar Reproducibles John Collins Writing Journal Writing Book</p>	<p>1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listen</p>
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4th Quarter

Topic	Resources	Standards
<p>The World Around Us</p>	<p> Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Phonics Reproducibles Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Reading Reproducibles Grammar Workbook Grammar Reproducibles John Collins Writing Journal Writing Book </p>	<p> 1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listen </p>

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Start Smart (Foundational Skills)	Phonemic Awareness: Phoneme Blending, Phoneme Segmentation, Distinguish Sounds Phonics: Short Vowels (a, e, i, o, and u), Final e High-Frequency Words: <ul style="list-style-type: none"> • Again • Are • Away • Come • Could • Do • Little • Of • One • Our • Said • Some • The • They • There • Three • To • Two • Where • You 	Macmillan/McGraw-Hill Treasures © 2011 Letter cards Vowel sounds reproducible High-Frequency Word Reproducibles	Teacher prepared tests, quizzes, etc.	6 Days
PA Core Standards: ELA CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Start Smart continued (Reading)	Skills: Analyze Story Structure Character, setting, and plot Fluency	Macmillan/McGraw-Hill Treasures © 2011 Read -Aloud Anthology Grade level text	Teacher prepared tests, quizzes, etc.	Included in the Start Smart (Foundational Skills) number of days
<p>PA Core Standards: ELA</p> <p>CC.1.1.2.E Read with accuracy and fluency to support comprehension.</p> <p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.</p> <p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Start Smart continued (Writing)	Journal Writing Prompts–Daily	Collins writing Journal Writing Book	Grade level FCA’s	Included in the Start Smart (Foundational Skills) number of days
<p>PA Core Standards: ELA CC.1.4.2.M Write narratives to develop real or imagined experiences or events. CC.1.4.2.N Establish a situation and introduce a narrator and/or characters. CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations. CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. CC.1.4.2.R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups. CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Friends and Family (Foundational Skills)	<p>Phonemic Awareness: Phoneme Blending, Phoneme Categorization, Phoneme Segmentation, Identify and Generate Rhymes, Phoneme Isolation, Phoneme Substitution</p> <p>Phonics: Short a, e, i, o and u, Long a (a_e), i (i_e), o (o_e), u (u_e), 2 Letters Consonant Blends (sl, dr, sk, sp, st) Consonant Digraphs (th, sh, ch, wh, tch, ph), Soft c and g</p> <p>High Frequency Words:</p> <ul style="list-style-type: none"> • America • Another • Because • Blue • Country • English • Even • Language • Move • Off • Picture • Study • Understand • World 	<p>Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>29 days</p>

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	• Year			
<p>PA Core Standards: ELA CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Friends and Family continued (Reading)	Skills: Fiction vs. Nonfiction Character and Setting Plot Main Idea and Details Make and Confirm Predictions Photos and Captions Rhyme, rhythmic pattern Context Clues Strategies: Analyze Story Structure, Summarize Vocabulary: <ul style="list-style-type: none"> • Carefully • Different • Excited • Groan • Whisper • Company • Delighted • Enjoyed • Share • Thinning • Wonderful • Regrow • Celebrate • Cultures • Deaf • Relatives • Signing 	Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Connect ED (online) Reproducibles	Teacher prepared tests Student weekly assessment	Included in the Friends and Family (Foundational Skills) number of days

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	<ul style="list-style-type: none"> • Cuddle • Favorite • Patient • Practiced • Settled • Wrinkled <p>Vocabulary strategies: Dictionary /Alphabetical Order, Dictionaries/ New Meanings, Word parts (-ed, -ing), Prefixes (re-, un-, dis-)</p> <p>Fluency</p>			
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PA Core Standards: ELA

- CC.1.1.2.E Read with accuracy and fluency to support comprehension.
- CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- CC.1.2-3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.
- CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
- CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.
- CC.1.2-3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
- CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.
- CC.1.3.2.C Describe how characters in a story respond to major events and challenges.
- CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

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CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Friends and Family continued (Writing)	Grammar/Mechanics: Statements and Questions Commands and Exclamations Subjects Predicates Sentence Combining Quotation Marks Sentence Punctuation Journal Writing Prompts –Daily Narrative Writing Opinion Writing	Grammar Workbook Reproducibles John Collins Writing Journal Writing Book	Grade Level FCA’s	Included in the Friends and Family (Foundational Skills) number of days

PA Core Standards: ELA

- CC. 1.4.2.G Write opinion pieces on familiar topics or texts.
- CC.1.4.2.H Identify the topic and state an opinion.
- CC.1.4.2.I Support the opinion with the reasons that include details connected to the opinion.
- CC.1.4.2.J Create an organizational structure that includes a concluding statement.
- CC.1.4.2.L-R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
- CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
- CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
- CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Community Heroes (Foundational Skills)</p>	<p>Phonemic Awareness: Phoneme Addition, Phoneme Blending, Phoneme Categorization, Phoneme Segmentation, Identify and Generate Rhymes, Phoneme Isolation, Phoneme Substitution, Phoneme Deletion</p> <p>Phonics: Long a (a, ai, ay, ea, ei), Long e (e, e_e, ee, ea, y, ey, ie), Long i (igh, ie, y), Long o (o, oa, ow, oe), Long u (u, u_e, ew, ue), Inflectional Endings (-ing, -s, -es) 3 Letter Consonant Blends (scr, spr, str, spl, thr), Word parts (-ing, -s, -es), Prefixes (re-, un-, dis-), Compound Words</p> <p>High Frequency Words:</p> <ul style="list-style-type: none"> • Island • Special • Though • Word • Morning • Against • Different • Number • Other • Anything • Everyone • Began 	<p>Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>29 days</p>

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	<ul style="list-style-type: none">• Building• Machine• Scientist			
PA Core Standards: ELA CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Community Heroes continued (Reading)	<p>Skills: Character and Setting Character Motivation Plot Cause and Effect Make Inferences Topic, Main Idea and Details Comparing and Contrasting Summarize Make and Confirm Predictions Photos and Captions Rhyme, Rhythmic Pattern Context Clues</p> <p>Strategies: Reread, Monitoring Comprehension, Read Ahead, Generating Questions,</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Collection • Concern • Exclaimed • Figure • Advice • Commotion • Rattled • Respect • Shiver • Tangle • Independence 	<p>Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>Included in the Community Heroes (Foundational Skills) number of days</p>

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	<ul style="list-style-type: none"> • Government • Symbol • Amount • Clever • Collectors • Reward • Allowed • Design • Instrument • Invented • Powerful • Products <p>Vocabulary Strategies: Multiple Meaning Words, Word Families, Suffixes (-ful, -less,- or, -ly), Context Clues (Syntactic/Semantic Cues)</p> <p>Fluency</p>			
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PA Core Standards: ELA

- CC.1.1.2.E Read with accuracy and fluency to support comprehension.
- CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.
- CC.1.2-3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.
- CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
- CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.
- CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.
- CC.1.2-3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
- CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.
- CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

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CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.

CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Community Heroes continued (Writing)	Grammar/Mechanics: Nouns Commas in a Series Plural Nouns Proper Nouns Abbreviations Capitalization Possessive Nouns Apostrophes Journal Writing Prompts –Daily Narrative writing Informative writing	Grammar Workbook John Collins Writing Reproducibles Journal Writing Book	Grade Level FCA’s	Included in the Community Heroes (Foundational Skills) number of days

PA Core Standards: ELA

- CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.2.B Identify and introduce the topic.
- CC.1.4.2.C Develop the topic with facts and/or definitions.
- CC.1.4.2.D Group information and provide a concluding statement or section
- CC.1.4.2.F-R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
- CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
- CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
- CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Let's Create (Foundational Skills)</p>	<p>Phonemic Awareness: Phoneme Addition, Phoneme Blending, Phoneme Categorization, Phoneme Segmentation, Identify and Generate Rhymes, Phoneme Isolation, Phoneme Substitution, Phoneme Deletion</p> <p>Phonics: R-controlled vowels (er, ir, ur), (ear, eer, ere), (ar), (or, oar, ore), (air, are, ear, ere), Inflectional Endings (-er, est), Silent Letters (kn, gn, wr, mb), Inflectional Endings (-ed) Suffixes (-er, -est), Prefixes (re-, un-, dis-)</p> <p>High Frequency Words:</p> <ul style="list-style-type: none"> • Body • Pretty • Young • Inside • Behind • Happened • Heavy • System • Carry • Once • Talk • Believe • Material • Built 	<p>Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>29 days</p>
<p>PA Core Standards: ELA CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Let's Create continued (Reading)	Skills: Character and Setting Character Motivation Plot Author's Purpose Cause and Effect Draw Conclusions Make Inferences Topic, Main Idea and Details Summarize Comparing and contrasting Make and Confirm Predictions Photos and Captions Alliteration Onomatopoeia (literal/ non-literal meaning) Rhyme, rhythmic pattern Context Clues Strategies: Visualize, Summarize, Generating Questions Vocabulary: <ul style="list-style-type: none"> • Perform • Effort • Mood • Proud • Arrive • Argue • Stubborn 	Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Connect ED (online) Reproducibles	Teacher prepared tests Weekly assessments	Included in the Let's Create (Foundational Skills) number of days

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	<ul style="list-style-type: none">• Noticed• Cozy• Impossible• Pleasant• Talent• Treasure• Impatient• Furious• Emergency• Demand• Sincerely• Neutral• Creating• Familiar• Glamorous• Imagination• Memories• Occasions <p>Vocabulary Strategies: Context Clues(Multiple Meaning Words), Thesaurus (Antonyms, Synonyms), Understanding Idioms, Word parts (roots)</p> <p>Fluency</p>			
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PA Core Standards: ELA

CC.1.1.2.E Read with accuracy and fluency to support comprehension.

CC.1.2-3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. CC.1.2.2.A

Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.

CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.

CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.

CC.1.2-3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.

CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.

CC.1.3.2.C Describe how characters in a story respond to major events and challenges.

CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.

CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.

CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.

CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Let's Create continued (Writing)	Grammar/Mechanics: Action Verbs Abbreviations Present-Tense Verbs Commas Letter punctuation The Verb Have (present/past) Book titles Combining Sentences Combining Predicates Sentence Punctuation Journal Writing Prompts–Daily Narrative Writing Opinion Writing Informative/Explanatory – use words and phrases for effect	Grammar workbook John Collins Writing Reproducibles Journal Writing Book	Grade Level FCAs	Included in the Let's Create (Foundational Skills) number of days

PA Core Standards: ELA

- CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.2.B Identify and introduce the topic.
- CC.1.4.2.C Develop the topic with facts and/or definitions.
- CC.1.4.2.D Group information and provide a concluding statement or section
- CC.1.4.2.E Choose words and phrases for effect.
- CC.1.4.2.F-L-R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- CC. 1.4.2.G Write opinion pieces on familiar topics or texts.
- CC.1.4.2.H Identify the topic and state an opinion.
- CC.1.4.2.I Support the opinion with the reasons that include details connected to the opinion.
- CC.1.4.2.J Create an organizational structure that includes a concluding statement.
- CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

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CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Better Together (Foundational Skills)	<p>Phonemic Awareness: Phoneme Identity, Phoneme Addition, Phoneme Blending, Phoneme Categorization, Phoneme Segmentation, Identify and Generate Rhymes, Phoneme Isolation, Phoneme Substitution, Phoneme Deletion, Initial Sound Substitution, Identify Syllables, Identify and Work with Syllables</p> <p>Phonics: Diphthong /ou/ (ou, ow), /oi/ (oi, ou), Vowel Diphthong /u/ (oo, ui, ew, ue, u, ou, oe), /u/ (oo, ou), /o/ (au, aw, a), silent letters (wr, kn, mb, gn)</p> <p>High Frequency Words:</p> <ul style="list-style-type: none"> • Family • Four • Hear • Above • Color • Song • Follow • Near • Paper • Below • City • Own • Among • Bought 	<p>Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>29 days</p>

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	<ul style="list-style-type: none">Decided			
PA Core Standards: ELA CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Better Together continued (Reading)	<p>Skills: Cause and Effect Draw Conclusions Use Illustrations/Photos Sequence of Events Fiction vs. Nonfiction Fantasy and Reality Similes Context Clues</p> <p>Reading Strategies: Reread, Analyze Text/Story Structure, Read Ahead</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Gasp • Attached • Frantically • Swung • Delicious • Attention • Buddy • Accident • Tip • Enormous • Obey • Serious • Personal • Informs • Heal • Aid 	<p>Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>Included in the Better Together (Foundational Skills) number of days</p>

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	<ul style="list-style-type: none"> • Examines • Mammal • Hunger • Recused • Fetch • Simmered • Assembled • Devoured <p>Vocabulary Strategies: Context Clues (Synonyms, Antonyms), Use a Dictionary: Homophones, Word Parts (-ed)</p> <p>Fluency</p>			
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PA Core Standards: ELA

- CC.1.1.2.E Read with accuracy and fluency to support comprehension.
- CC.1.2-3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.
- CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
- CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.
- CC.1.2-3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
- CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.
- CC.1.3.2.C Describe how characters in a story respond to major events and challenges.
- CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
- CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.
- CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

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CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Better Together continued (Writing)	Grammar/Mechanics: Linking Verbs (be) Capitalization (Proper Nouns) Helping Verb (have, be) Quotation Marks Irregular Verbs Book Titles Letter Punctuation Contractions Journal Writing Prompts–Daily Informative/Explanatory Writing Narrative writing Opinion writing –use words and phrases to appeal to audience	Grammar workbook John Collins Writing Reproducibles Journal Writing Book	Grade Level FCAs	Included in the Better Together (Foundational Skills) number of days

PA Core Standards: ELA

- CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.2.B Identify and introduce the topic.
- CC.1.4.2.C Develop the topic with facts and/or definitions.
- CC.1.4.2.D Group information and provide a concluding statement or section
- CC.1.4.2.E Choose words and phrases for effect.
- CC.1.4.2.F-L-R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- CC. 1.4.2.G Write opinion pieces on familiar topics or texts.
- CC.1.4.2.H Identify the topic and state an opinion.
- CC.1.4.2.I Support the opinion with the reasons that include details connected to the opinion.
- CC.1.4.2.J Create an organizational structure that includes a concluding statement.
- CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.
- CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

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CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Growing and Changing (Foundational Skills)</p>	<p>Phonemic Awareness: Phoneme Reversal, Initial and Final Sound Substitution, Phoneme Blending, Phoneme Substitution, Phoneme Segmentation, Identify Syllables, Phoneme Categorization, Phoneme Deletion, Phoneme Addition, Identify and Work with Syllables</p> <p>Phonics: Closed Syllables, Open Syllables, Constant +le Syllables</p> <p>High Frequency Words:</p> <ul style="list-style-type: none"> • Door • Order • Remember • Group • Important • Only • Idea • Often • Second • Certain • Field • Hundred • Food • Together • Through 	<p>Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>29 days</p>
<p>PA Core Standards: ELA ELA CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>Growing and Changing continued (Reading)</p>	<p>Draw Conclusions Sequence of Events Summarize Make Inferences Fantasy/Reality Context Clues</p> <p>Strategy: Summarize, Adjust Reading Rate, Reread,</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Beloved • Promised • Gleamed • Glanced • Noble • Fluttered • Giggled • Peered • Recognized • Snuggled • Vanished • Ancient • Hopeful • Unable • Confirm • Valid • Site 	<p>Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>Included in the Growing and Changing (Foundational Skills) number of days</p>

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	<ul style="list-style-type: none"> • Scent • Trade • Burst • Drifts • Drowns • Gently <p>Vocabulary Strategies: Context Clues, Homophones, Prefixes (re-, un-, dis-) and Suffixes (-ful, -less, -ly), Thesaurus/Synonyms, Word Parts (-ed)</p> <p>Fluency</p>		
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PA Core Standards: ELA

- CC.1.1.2.E Read with accuracy and fluency to support comprehension.
- CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.
- CC.1.2-3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CC.1.2.2.C Describe the connection between a series of events, concepts, or steps, in a procedure within a text.
- CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.
- CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
- CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.
- CC.1.2-3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.
- CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.
- CC.1.3.2.C Describe how characters in a story respond to major events and challenges.
- CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a

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range of strategies and tools.

CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Growing and Changing continued (Writing)	Grammar/Mechanics: Action Verbs Abbreviations Present-Tense Verbs Commas Letter punctuation The Verb Have (present/past) Book titles Combining Sentences Combining Predicates Sentence Punctuation Journal Writing Prompts –Daily Informative/Explanatory Writing Opinion Writing Narrative Writing – use words and phrases for effect	Grammar workbook John Collins Writing Reproducibles Journal Writing book	Grade Level FCAs	Included in the Growing and Changing (Foundational Skills) number of days

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PA Core Standards: ELA

CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.2.B Identify and introduce the topic.

CC.1.4.2.C Develop the topic with facts and/or definitions.

CC.1.4.2.D Group information and provide a concluding statement or section

CC.1.4.2.E Choose words and phrases for effect.

CC.1.4.2.F-L-R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling

CC.1.4.2.G Write opinion pieces on familiar topics or texts.

CC.1.4.2.H Identify the topic and state an opinion.

CC.1.4.2.I Support the opinion with the reasons that include details connected to the opinion.

CC.1.4.2.J Create an organizational structure that includes a concluding statement.

CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.

CC.1.4.2.M Write narratives to develop real or imagined experiences or events.

CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.

CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.

CC.1.4.2.Q Choose words and phrases for effect.

CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.

CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>The World Around Us (Foundational Skills)</p>	<p>Phonemic Awareness: Identify and Make Oral Rhymes, Phoneme Blending, Phoneme Addition, Phoneme Deletion, Syllable Addition and Deletion, Initial Phoneme Addition, Phoneme Segmentation, Phoneme Reversal, Phoneme Substitution, Identify Syllables Phoneme Identity</p> <p>Phonics: Constant + le, Vowel Team Syllable, Final e Syllable, r-Controlled Syllables</p> <p>High Frequency Words:</p> <ul style="list-style-type: none"> • Pulled • Travel • Voice • Complete • Measure • Questions • During • Sure • Whole • Area • Money • Piece • Listen • Several • Wind 	<p>Macmillan/McGraw-Hill Treasures © 2011 Phonics/Spelling Workbook Letter Cards Decodable Readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>29 days</p>
<p>PA Common Core Standards: ELA CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.</p>				

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Curriculum Guide**

General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
<p>The World Around Us continued (Reading)</p>	<p>Author’s Purpose Main Idea and Details Compare and Contrast Problem and Solution Cause and Effect Context Clues</p> <p>Strategy: Generate Questions, Visualize</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Signal • Randomly • Agreed • Gathered • Jabbing • Violent • Beware • Prevent • Uprooted • Destroy • Remains • Trouble • Extinct • Hardest • Handy • Burrow • Beyond • Warning • Distant 	<p>Informational text (some with graphs) Scholastic Reader Literature text Practice workbook Leveled readers Connect ED (online) Reproducibles</p>	<p>Teacher prepared tests Weekly assessments</p>	<p>Included in the The World Around Us (Foundational Skills) number of days</p>

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	<p>Vocabulary Strategies: Possessive Nouns, Inflected Nouns (-s, -es), Dictionary/Multiple-Meaning Words, Compound Words, Words Parts (-ed) Fluency</p>			
<p>PA Core Standards: ELA</p> <p>CC.1.1.2.E Read with accuracy and fluency to support comprehension.</p> <p>CC.1.2.2.A Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.1.2-3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.2.2.C Describe the connection between a series of events, concepts, or steps, in a procedure within a text.</p> <p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p> <p>CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.</p> <p>CC.1.2.2.H Describe how reasons support specific points the author makes in a text.</p> <p>CC.1.2-3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.C Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>				

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
The World Around Us continued (Writing)	Grammar/Mechanics: Adjectives Commas in a Sentence Articles (a, an, the) Proper Nouns Synonyms/Antonyms Sentence Punctuation Adjectives that Compare Apostrophes Adverbs Prepositions/Preposition Phrases Capitalization Journal Writing Prompts–Daily Informative/Explanatory Writing Narrative Writing Opinion Writing Research Report	Grammar workbook John Collins Writing Reproducibles Journal Writing book	Grade Level FCAs	Included in the The World Around Us (Foundational Skills) number of days

PA Core Standards: ELA

- CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.2.B Identify and introduce the topic.
- CC.1.4.2.C Develop the topic with facts and/or definitions.
- CC.1.4.2.D Group information and provide a concluding statement or section
- CC.1.4.2.E Choose words and phrases for effect.
- CC.1.4.2.F-L-R Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling
- CC. 1.4.2.G Write opinion pieces on familiar topics or texts.
- CC.1.4.2.H Identify the topic and state an opinion.

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- CC.1.4.2.I Support the opinion with the reasons that include details connected to the opinion.
- CC.1.4.2.J Create an organizational structure that includes a concluding statement.
- CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.
- CC.1.4.2.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.
- CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
- CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- CC.1.4.2.Q Choose words and phrases for effect.
- CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing
- CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
- CC.1.4.2.V Participate in individual or shared research and writing projects.
- CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question
- CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
- CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
- CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

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Appendix: A

IEP Enhancements

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Start Smart (Foundational Skills)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on. • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided. • Study Guides • Listen to audio recordings instead of reading text. • Be given an outline of the lesson. • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out. • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Plot • Trade • Realistic Fiction • Draft • Folktale • Personal Narrative • Period • Comma • Question Mark • Exclamation Point • Fiction • Legend • Proofread 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: 6 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Start Smart continued (Reading)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Plot • trade • Realistic Fiction • Draft • Folktale • Personal Narrative • Period • Comma • Question Mark • Exclamation Point • Fiction • Legend • Proofread 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 6 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Start Smart continued (Writing)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Plot • trade • Realistic Fiction • Draft • Folktale • Personal Narrative • Period • Comma • Question Mark • Exclamation Point • Fiction • Legend • Proofread 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 6 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Friends and Family (Foundational Skills)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Alphabetical order • Character • Setting • Personal Narrative • Purpose • Audience • Eager • Genre • Expression • Compare • Haiku • Memoir • Consonants • Blends • Comma • Analyze • Summarize • Visualize • Punctuation • Knowledge • Expert • Attempt • Informational • Expository • Aquarium • Statement • Question • appreciate • companions • Command • Fond • Story structure • Description 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assessments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: 29 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Friends and Family continued (Reading)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Alphabetical order • Character • Setting • Personal Narrative • Purpose • Audience • Eager • Genre • Expression • Compare • Haiku • Memoir • Consonants • Blends • Comma • Analyze • Summarize • Visualize • Punctuation • Knowledge • Expert • Attempt • Informational • Expository • Aquarium • Statement • Question • appreciate • companions • Command • Fond • Story structure • Description • Detail 	<ul style="list-style-type: none"> • Fable • Rhyming • Relationship • Predict • Main idea • Subject • Crop • Irrigate • Machines • Harvest • Phrasing • Prosody • Title • Heading • contents • Bond • Fatigued • Reflect • Routine • Signing • Predicate • Amusing • Entertain • Magnificent • Remarkable • Skill • Non Fiction • Amusement • Confirm • Custom • Greet • Journey • Liberty • Varied 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assessments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Friends and Family continued (Writing)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Alphabetical order • Character • Setting • Personal Narrative • Purpose • Audience • Eager • Genre • Expression • Compare • Haiku • Memoir • Consonants • Blends • Comma • Analyze • Summarize • Visualize • Punctuation • Knowledge • Expert • Attempt • Informational • Expository • Aquarium • Statement • Question • appreciate • companions • Command • Fond • Story structure • Description • Detail 	<ul style="list-style-type: none"> • Fable • Rhyming • Relationship • Predict • Main idea • Subject • Crop • Irrigate • Machines • Harvest • Phrasing • Prosody • Title • Heading • contents • Bond • Fatigued • Reflect • Routine • Signing • Predicate • Amusing • Entertain • Magnificent • Remarkable • Skill • Non Fiction • Amusement • Confirm • Custom • Greet • Journey • Liberty • Varied 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assessments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Community Heroes (Foundational Skills)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Dignity • Disposition • Embrace • Gracious • Just • Vendors • Noun • Story • Embrace • Gracious • Dignity • Disposition • Concern • Motivation • Evidence • Opportunity • Disposition • Gracious • Embrace • Expression • Sequence of Events • Expository • Climate • Capital • Democracy • Noun • Hero • Nation • Privilege • Scent • Unique • Commotion • Rattled • Cause and effect • Singular noun 	<ul style="list-style-type: none"> • Plural noun • Brave • Landmark • State • Escape • Brave • Glow • Surround • Prevent • Veered • Pleaded • Wailing • Douse • Prevent • Index • Glossary • Table of Contents • Infirnatuibak books • Abbreviation • Precise • Conquer • Energetic • Exhausted • Physical • Double • Reword • Store • Possessive Nouns • Devise • Ingenious • Investigate • Superior • Wits 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: 29 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Community Heroes continued (Reading)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Dignity • Disposition • Embrace • Gracious • Just • Vendors • Noun • Story • Embrace • Gracious • Dignity • Disposition • Concern • Motivation • Evidence • Opportunity • Disposition • Gracious • Embrace • Expression • Sequence of Events • Expository • Climate • Capital • Democracy • Noun • Hero • Nation • Privilege • Scent • Unique • Commotion • Rattled • Cause and effect • Singular noun 	<ul style="list-style-type: none"> • Plural noun • Brave • Landmark • State • Escape • Brave • Glow • Surround • Prevent • Veered • Pleaded • Wailing • Douse • Prevent • Index • Glossary • Table of Contents • Infirmatuibak books • Abbreviation • Precise • Conquer • Energetic • Exhausted • Physical • Double • Reword • Store • Possessive Nouns • Devise • Ingenious • Investigate • Superior • Wits 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Community Heroes continued (Writing)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Dignity • Disposition • Embrace • Gracious • Just • Vendors • Noun • Story • Embrace • Gracious • Dignity • Disposition • Concern • Motivation • Evidence • Opportunity • Disposition • Gracious • Embrace • Expression • Sequence of Events • Expository • Climate • Capital • Democracy • Noun • Hero • Nation • Privilege • Scent • Unique • Commotion • Rattled • Cause and effect • Singular noun 	<ul style="list-style-type: none"> • Plural noun • Brave • Landmark • State • Escape • Brave • Glow • Surround • Prevent • Veered • Pleaded • Wailing • Douse • Prevent • Index • Glossary • Table of Contents • Infirnatuibak books • Abbreviation • Precise • Conquer • Energetic • Exhausted • Physical • Double • Reword • Store • Possessive Nouns • Devise • Ingenious • Investigate • Superior • Wits 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Let's Create (Foundational Skills)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Emotion • Annual • Anticipate • Cherish • Festive • Advertisement • Action Verb • Annually • Visualize • Expository composition • Banquet • Fiction narrative • Remember • Antonyms • Abbreviation • Attractive • Exaggerate • Depart • Gesture • Soothing • Median • Idiom • Past-tense verbs 	<ul style="list-style-type: none"> • Audience • Craft • Decorate • Divide • Precious • Represents • Depend • Modern • Operate • Produce • Supply • Contemplate • Explain • Coincidence • scheme • worthy • Descriptive Poem • Autobiography • Conclusion • Fiction Narrative • Prosody 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: 29 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Let's Create continued (Reading)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Emotion • Annual • Anticipate • Cherish • Festive • Advertisement • Action Verb • Annually • Visualize • Expository composition • Banquet • Fiction narrative • Remember • Antonyms • Abbreviation • Attractive • Exaggerate • Depart • Gesture • Soothing • Median • Idiom • Past-tense verbs 	<ul style="list-style-type: none"> • Audience • Craft • Decorate • Divide • Precious • Represents • Depend • Modern • Operate • Produce • Supply • Contemplate • Explain • Coincidence • scheme • worthy • Descriptive Poem • Autobiography • Conclusion • Fiction Narrative • Prosody 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic.</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Let's Create continued (Writing)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Emotion • Annual • Anticipate • Cherish • Festive • Advertisement • Action Verb • Annually • Visualize • Expository composition • Banquet • Fiction narrative • Remember • Antonyms • Abbreviation • Attractive • Exaggerate • Depart • Gesture • Soothing • Median • Idiom • Past-tense verbs 	<ul style="list-style-type: none"> • Audience • Craft • Decorate • Divide • Precious • Represents • Depend • Modern • Operate • Produce • Supply • Contemplate • Explain • Coincidence • scheme • worthy • Descriptive Poem • Autobiography • Conclusion • Fiction Narrative • Prosody 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Better Together (Foundational Skills)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: 29 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Better Together continued (Reading)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Better Together continued (Writing)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Growing and Changing (Foundational Skills)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<p>Additional Vocabulary:</p> <ul style="list-style-type: none"> • Appear • Expect • Fertile • Thrive • Sprout • Desert • Neighbor • Summarize • Important • Conclusion • Personal Pronoun • Purpose • Audience • Context Clues • Informational Fiction • Prediction • Plural Nouns • Humble • Detail • Closed Syllable • Quotation Marks • Edible • Abundant • Ripe • Conceal • Scrumptious • Homophone • Aroma • Muscles 	<ul style="list-style-type: none"> • Prickly • Sequence of events • Story • Blooming • Inference • Pronoun • Legend • Harmless • Immense • Prior • Research • Ruthless • Open Syllables • Possessive Pronoun • Plural Possessive Pronoun • Fiction Narrative • Develop • Hatch • Mature • Sturdy • Occur • Apostrophe • Contraction • Defend • Located • React • Encounter • Positive 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: 29 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Growing and Changing continued (Reading)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Appear • Expect • Fertile • Thrive • Sprout • Desert • Neighbor • Summarize • Important • Conclusion • Personal Pronoun • Purpose • Audience • Context Clues • Informational Fiction • Prediction • Plural Nouns • Humble • Detail • Closed Syllable • Quotation Marks • Edible • Abundant • Ripe • Conceal • Scrumptious • Homophone • Aroma • Muscles 	<ul style="list-style-type: none"> • Prickly • Sequence of events • Story • Blooming • Inference • Pronoun • Legend • Harmless • Immense • Prior • Research • Ruthless • Open Syllables • Possessive Pronoun • Plural Possessive Pronoun • Fiction Narrative • Develop • Hatch • Mature • Sturdy • Occur • Apostrophe • Contraction • Defend • Located • React • Encounter • Positive 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>Growing and Changing continued (Writing)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Appear • Expect • Fertile • Thrive • Sprout • Desert • Neighbor • Summarize • Important • Conclusion • Personal Pronoun • Purpose • Audience • Context Clues • Informational Fiction • Prediction • Plural Nouns • Humble • Detail • Closed Syllable • Quotation Marks • Edible • Abundant • Ripe • Conceal • Scrumptious • Homophone • Aroma • Muscles 	<ul style="list-style-type: none"> • Prickly • Sequence of events • Story • Blooming • Inference • Pronoun • Legend • Harmless • Immense • Prior • Research • Ruthless • Open Syllables • Possessive Pronoun • Plural Possessive Pronoun • Fiction Narrative • Develop • Hatch • Mature • Sturdy • Occur • Apostrophe • Contraction • Defend • Located • React • Encounter • Positive 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>The World Around Us (Foundational Skills)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Harsh • Strategy • Scenery • Vast • Temperature • Habitat • Oral Rhymes • Beyond • Distant • Burrow • Distant • Lengthy • Warning • Adjective • Author’s Purpose • Fiction • Commas • Adapted • Nocturnal • Affection • Frustrated • Seek • Crave • Nourishment • Summary 	<ul style="list-style-type: none"> • Fable • Proper Noun • Abbreviation • Point of view • Adjust • Persuade • Defeat • Practical • Conservation • Sequence • Antonym • Abrupt • Accurate • Overwhelm • Threaten • Severe • Compare and contrast • Cause and effect • Sphere • Dazzling • Deserve • Phase • Sphere 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: 29 days as specified in the curriculum with additional time as needed per individual student</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>The World Around Us continued (Reading)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Harsh • Strategy • Scenery • Vast • Temperature • Habitat • Oral Rhymes • Beyond • Distant • Burrow • Distant • Lengthy • Warning • Adjective • Author’s Purpose • Fiction • Commas • Adapted • Nocturnal • Affection • Frustrated • Seek • Crave • Nourishment • Summary 	<ul style="list-style-type: none"> • Fable • Proper Noun • Abbreviation • Point of view • Adjust • Persuade • Defeat • Practical • Conservation • Sequence • Antonym • Abrupt • Accurate • Overwhelm • Threaten • Severe • Compare and contrast • Cause and effect • Sphere • Dazzling • Deserve • Phase • Sphere 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

**Dunmore School District
Curriculum Guide**

General Topic:	Specially Designed Instruction:	Additional Vocabulary:		Assessments/Suggested Time:
<p>The World Around Us continued (Writing)</p>	<ul style="list-style-type: none"> • Graphic Organizer • Hard copy of notes • Extended time for instruction • Directions could be broken down with only one directive given at a time. Once the first directive is completed, the second directive could be given and so on • Additional work space • Frequent breaks to help student remain motivated towards, focused on, and attentive to classroom activities • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) • Directions read allowed • Preferential Seating • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Guided Reading Strips/overlay • Visual Aids (poster) • Small group reteach • Individual assistance as needed • Special lined paper for writing assignments • Writing samples provided • Study Guides • Listen to audio recordings instead of reading text • Be given an outline of the lesson • Use sensory tools such as a theraband so fidgety students get kick it to get their energy out • Wait time after a question is asked to give student time to process the question • Use of assistive Technology • Use of a highlighter • Shortened classroom assignments • Use of Moby Max • Use of Connect Ed • Copy of textbook to keep at home • Define spelling words so that students can make a connection to what words they are spelling 	<ul style="list-style-type: none"> • Harsh • Strategy • Scenery • Vast • Temperature • Habitat • Oral Rhymes • Beyond • Distant • Burrow • Distant • Lengthy • Warning • Adjective • Author’s Purpose • Fiction • Commas • Adapted • Nocturnal • Affection • Frustrated • Seek • Crave • Nourishment • Summary 	<ul style="list-style-type: none"> • Fable • Proper Noun • Abbreviation • Point of view • Adjust • Persuade • Defeat • Practical • Conservation • Sequence • Antonym • Abrupt • Accurate • Overwhelm • Threaten • Severe • Compare and contrast • Cause and effect • Sphere • Dazzling • Deserve • Phase • Sphere 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections. • Fewer test questions • Modified assignments (examples but not limited to; less problems on page, reduction of questions/answers, larger font on typed worksheets, vocabulary words defined, problem starters, rewording of questions) <p>Suggested Time: Included in the 29 days for previous General Topic</p>

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Curriculum Guide**