LAUSD CURRICULUM MAP: KINDERGARTEN

FOUNDATIONAL SKILLS: CONCEPTS OF PRINT, PHONOLOGICAL AWARENESS, PHONICS & WORD RECOGNITION -INSTRUCTIONAL PROGRESSION

DATE/ # OF DAYS
Aug 18 - Sept 3 13 DAYS
Sept 8 - Oct 23 32 DAYS
Oct 26 - Dec 19 34 DAYS
Jan 11 - Feb 26 33 DAYS
Feb 29 – April 22 34 DAYS
April 25 – June 10 34 DAYS

LITERACY INTERIM ASSESSMENTS
Assessment #1: Narrative (completed by Nov 6)
Assessment #2: Informative/Explanatory (completed by Feb 12)
Assessment #3: Opinion: How-To (completed by Apr 29)

TREASURES CONNECTIONS
Smart Start (Routines/Procedures)
Unit 1 Families
Unit 2 Friends
Unit 3 Transportation
Unit 4 Food
Unit 5 Animals
Unit 6 Neighborhood
Unit 7 Weather
Unit 8 Plants
Unit 9 Amazing Creatures
Unit 10 I Know a Lot!

FOUNDATIONAL SKILLS
CONCEPTS OF PRINT
Identify the front cover, back cover, and title page of a book. (RF1a.)
Follow words from left to right and from top to bottom on the printed page. (RF1a)
Understand that printed materials provide information.
Recognize that spoken words are represented in written language by specific sequences of letters. (RF1b)
Recognize that sentences in print are made up of separate words. (RF1c)
Distinguish letters from words. (RF1c)
Recognize and name all upper and lower case letters of the alphabet. (RF1d)

PHONOLOGICAL AWARENESS
Sound Sequence ➔ Continue to practice and monitor

Rhyming

Word Segmentation ➔ Continue to practice and monitor

Phoneme Isolation
Onset-Rime Blending

Syllable Blending ➔ Continue to practice and monitor

Syllable Segmentation ➔ Continue to practice and monitor

Phoneme Blending
Identify Phoneme

Onset/Rime Segmentation

Phoneme Segmentation

SMARTS RED PHONICS & WORD RECOGNITION
Smart Start: Alphabet Song
Identify letters: Week 1: a-h
Week 2: i-p
Week 3: q-z

Demonstrate basic knowledge of one-to-one letter-sound correspondences
Associate long and short sounds with common spellings of the five major vowels
Read common high-frequency words by sight
Distinguish between similarly spelled words by identifying the sounds of the letters that differ

m, a
s, p
t, i
n, c
o, f
h, d, r
e, b, l
k, ck, u
g, w, x, v
j, qu, y, z
### Foundational Skills - Phonics & Word Recognition, Fluency

**KINDERGARTEN DRAFT 6.2015**

**LaUSD Curriculum Map: Kindergarten**

**Foundational Skills - Phonics & Word Recognition, Fluency** - Instructional Progression, continued

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<thead>
<tr>
<th>Foundational Skills</th>
<th>Treasures Connections</th>
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<tbody>
<tr>
<td><strong>Pre-decodable</strong></td>
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**TREASURES CONNECTIONS**

- **WEEK 1**
  - Book 1: We Go to School Book 2: I can, We can Book 2: We Can Book 1: I Like Book 2: We Like Sam! Book 1: I See Sam Book 2: Can Tam See? Can Nan? Sit Are Caps Hats? Ed Can, Ted Can Sad Hen Bug in a Web Jeb is Quick?

- **WEEK 2**

- **WEEK 3**

**CCSS RF 3 Phonics & Word Recognition**

- **WEEK 1**
  - Book 1: We Go to School Book 2: We Can
  - Book 1: I like Book 2: We Like Sam!
  - Book 1: I See Sam Book 2: Can Tam See?
  - Can Nan?
  - Sit
  - Are Caps Hats?
  - Ed Can, Ted Can
  - Sad Hen
  - Bug in a Web
  - Jeb is Quick?

**CA RF 4 Fluency**

- Read emergent-reader texts with purpose and understanding.

**Foundational Skills**

- **Pre-decodable**
- **Decodable**

**DIBELS Next At Risk Indicators**

- **BOY**
  - FSF (10 sounds)
  - LNF

- **LETTER NAMING FLUENCY (LNF)**

- **FIRST SOUND FLUENCY (FSF)**

- **NONSENSE WORD FLUENCY (NWF)**

- **By MOY:**
  - FSF (30 sounds)
  - LNF
  - PSF (20)
  - NWF (CLS) 17
  - PSF (25)
  - NWF (CLS) 20
  - PSF (35)
  - NWF (CLS) 25

- **By EOY:**
  - FSF (40)
  - NWF (CLS) 28

**CONTINUUM**

- **PHONEME SEGMENTATION FLUENCY (PSF)**

**Letter Cards**

- **SKILL:** Sound Spelling Fluency
- **RESOURCE:** Letter Cards

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**L1a USAGE**

- Print many upper- and lower-case letters, using order of introduction of sound-spellings from phonemic awareness-phonics continuum for Kindergarten.

---

**Foundational Skills**

- **Pre-decodable**
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- **WEEK 2**

- **WEEK 3**

**Foundational Skills**

- **Pre-decodable**
- **Decodable**

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<tr>
<th>L1 GRAMMAR- USAGE</th>
<th>Nouns</th>
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<th>Verbs</th>
<th>Verbs</th>
<th>Sentences</th>
<th>Sentences</th>
<th>Adjectives</th>
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<th>Pronouns</th>
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<tbody>
<tr>
<td>Oral Grammar:</td>
<td>Create regular plurals using -s plural marker dogs-dogs</td>
<td>Create regular plurals using -es plural marker wish-wishes, kiss-kisses</td>
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**WORDS BY SOUND:** Write a letter or letters for most consonant and short-vowel sounds. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**L2 SPELLING (I)**

**Words by sight - non-decodable High Frequency Words:** Dictation-Spelling / Writing of HF Words instructed - (Many become decodable as more phonics patterns are taught.)

**L2 CONVENTIONS- CAPITALIZATION**

Capitalize first word in sentence. Capitalize pronoun I Recognize and name end punctuation. Practice reading sentences with prosody according to end punctuation (. ? !)

**L3 ORAL VOCABULARY USE**

Learn and use vocabulary using Oral Vocabulary cards (high frequency words and selection vocabulary). Use words and phrases acquired through conversations, reading and being read to, and responding to texts. Use words that signal simple relationships (logical connectors) such as because, however, in fact.

**L4 VOCABULARY STRATEGIES**

Identify new/alternate meanings for familiar words (understanding multiple meanings) e.g., knowing duck is a bird, learning to duck as a verb Use word structure elements as clues to the meaning of an unknown word: most frequently occurring inflections and affixes: (-e, -er, -es, -ful, -less), (-ing, -er, -en).

**L5 ORAL VOCABULARY VOCABULARY USE**

With guidance and support from adults: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) Sort words into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent Define words by category and one or more attributes (e.g., a tiger is a large cat with stripes) Identify real-life connections between words and their use (e.g., places in home/school that are colorful) Distinguish shades of meaning among verbs describing same general action (walk, march; strut, prance) by acting out meanings

**L5 VOCABULARY CONCEPTS**

Names Opposites Position words Size words Same-different Color words Number words Shape words Sound words Fruits Vegetables Seasons Position Words (prepositions) Sequence words Comparing words Sound words Comparing words Position words Opposites (Antonyms) Color, Fruit & Veg, Sound, Opposites, Number words

**L6 ORAL LANGUAGE PRACTICE**

**SENTENCE PRODUCTION & EXTENSION**

Sentence Production & Extension Routine intro using question words. Review chart: what, who, where, why, when, how The girl sang a song and drew a picture. The boy slept late and ran downstairs. Sentence production with prepositions to, from, in, out, on, off, for, of, by, with. Sentence Extension using connectors. The girl dug a hole in the yard so he could bury a bone.

## LAUSD CURRICULUM MAP: KINDERGARTEN

### RESOURCES
- Treasures S&S Phonics & Word Recognition
- Treasures S&S High-Frequency Words
- Treasures S&S Grammar
- Treasures S&S Vocabulary (Oral Vocabulary Cards)
- Sentence Extension Routine
- Vocabulary Strategies Posters

### LISTENING & SPEAKING

#### CA STANDARDS SPEAKING & LISTENING

| SL1 | Collaborative Conversations: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
| SL2 | Questions about Text: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification of something that is not understood.
| SL3 | Questions- Clarify/Gather: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
| SL4 | Describe using Details: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
| SL5 | Add Visuals: Add drawings or other visual displays to descriptions as desired to provide additional detail.
| SL6 | Produce Complete Sentences: Speak audibly and express thoughts, feelings, and ideas clearly.

### ACROSS UNITS

#### TREASURES CONNECTIONS
- **August**: Treasures S&S Phonics & Word Recognition
- **September**: Treasures S&S High-Frequency Words
- **October**: Treasures S&S Grammar
- **November**: Treasures S&S Vocabulary (Oral Vocabulary Cards)
- **December**: Sentence Extension Routine
- **January**: Vocabulary Strategies Posters

### INTEGRATED ELD

#### Part I: Interacting in Meaningful Ways
- **A.1**: Exchanging information and ideas
- **A.3**: Offering Opinions
- **A.5**: Listening actively
- **A.9**: Presenting
- **C.11**: Supporting Opinions
- **C.12**: Selecting language

#### RESOURCES
- Treasures S&S Phonics & Word Recognition
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### LAUSD Curriculum Map: Kindergarten

**Writing**

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#### Across Units

W5- Writing Process, W6 – Digital tools, W7- Shared research and writing, W8- gather information from sources

#### Central to This Unit

W3: Narrative

Narrative writing tells a story, shares experiences, and has sequence of events. A narrative effectively recounts a story or experience including details important for capturing the meaning or theme.

#### Writing Focus (Treasures)

**CA ELA Standards - Writing**

**W5: Writing Process, W6 – Digital tools, W7 - Shared research and writing, W8 - gather information from sources**

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<tr>
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<td><strong>W3: Narrative</strong></td>
<td><strong>W1; L1a, L1b, L1e, L2a, L2b, L2c, L2d, R1, R2, SL1a, SL1b</strong></td>
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<td><strong>W3: Narrative</strong></td>
<td><strong>W2, W6; L1a, L1b, L1e, L2a, L2b, L2c, L2d, L3, R1, R2, SL1a, SL1b</strong></td>
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### Across Units

**Part I: Interacting in Meaningful Ways**
- A.1 Exchanging information and ideas
- A.3 Offering Opinions
- B.5 Listening actively
- B.6 Reading/viewing closely
- C.9 Presenting
- C.10 Composing/Writing

**Constructive Conversation Practices**
- Create, Clarify, Fortify, Negotiate

### Across Units Central to This Unit

**Part I: Interacting in Meaningful Ways**
- A.1 Exchanging information and ideas
- A.3 Offering Opinions
- B.5 Listening actively
- B.6 Reading/viewing closely
- C.9 Presenting

**Part II: Learning About How English Works**
- A.1 Understanding text structure
- B.3 Using verbs and verb phrases
- B.4 Using nouns and noun phrases

**Part I: Interacting in Meaningful Ways**
- A.2 Interacting via written English
- B.7 Evaluating language choices
- C.10 Composing/Writing

**Part II: Learning About How English Works**
- A.1 Understanding text structure
- A.2 Understanding cohesion
- C.6 Connecting ideas

### Assessment

**Formative Assessment:**
- Conversation Analysis Tool (CAT) – Capture student language sample for analysis

### Resources
# LAUSD CURRICULUM MAP: KINDERGARTEN
## HISTORY SOCIAL SCIENCE

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### THEME
- **Citizenship**
- **Community Workers**
- **Maps**
- **Life Long Ago**

### BIG IDEAS
- Historians and social scientists use specific tools to learn.
- People have rules that help them work together. Rules are important in keeping order and in keeping people safe.
- People at jobs that help others in our community.
- We use maps to help us find our location.
- People long ago lived differently than many people today. Things change over time.
- We use maps to find our location.

### ESSENTIAL QUESTIONS
- How do we learn social studies?
- How do we work together?
- How do people help each other to learn and work?
- How do maps help us?
- How do we know where the workers work in our school and in our community?
- How did people learn and help each other long ago?
- How are things the same and how are they different?
- How do maps help us?
- How do we know where the workers work in our school and in our community?

### ACROSS UNITS

#### K-2:
- Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the statue of liberty.
- Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
- Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events.

#### K.1:
- Students understand that being a good citizen involves acting in good ways.
- Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
- Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
- Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

#### K.2:
- Students match simple descriptions of work that people do and the names of related jobs at the school, in the related community, and from historical accounts.

#### K.3:
- Students compare and contrast the locations of people, places, and environments and describe their characteristics.
- Students will be able to construct maps and models of neighborhoods incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship and transportation lines.

#### K.4:
- Students understand how people lived in earlier times and how their lives would be different today (e.g. getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws.)
### LAUSD Curriculum Map: Kindergarten

#### August
- **DATE/# OF DAYS**: Aug 18 - Sept 3
- **TREASURES CONNECTIONS**: Smart Start (Routines/Procedures)
- **UNIT**: Unit 1 - Families
- **THEME**: History-Social Science Practices:
  - Use Kindergarten Informational Reading Standards to:
    - Ask and answer questions about the text
    - Quote accurately from the text
    - Critically analyze primary and secondary sources
    - Analyze multiple accounts of the same topic
    - Identify the main idea and supporting details
  - Explain the relationship between key individuals, events, and ideas in the text
  - Determine the meaning of academic and domain specific vocabulary in the text
  - Summarize the text
  - At the end of the year, read informational text appropriately complex for the grade level.
- **LEARNING AND WORKING NOW AND LONG AGO**
  - Citizenship
  - Community Workers
  - Maps
  - Life Long Ago
  - Maps

#### September
- **DATE/# OF DAYS**: Sept 8 - Oct 23
- **TREASURES CONNECTIONS**: Unit 1 - Families
- **UNIT**: Unit 2 - Friends
- **THEME**: History-Social Science Practices:
  - Use Kindergarten Writing Standards to:
    - Write arguments to support claims/opinions using evidence
    - Write informative/explanatory texts
    - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
    - Participate in collaborative conversations with diverse partners
    - Demonstrate understanding of information presented orally or through other media
    - Ask and answer questions in order to get information, clarify or to understand the speaker’s point of view
    - Effectively present information and opinions with supporting evidence to others
    - Add media or other visual displays to presentations

#### October
- **DATE/# OF DAYS**: Oct 26 - Dec 19
- **TREASURES CONNECTIONS**: Unit 3 - Transportation
- **UNIT**: Unit 4 - Food
- **THEME**: Writing
  - Use the Kindergarten Writing Standards to:
  - Write informative/explanatory texts
  - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
    - Participate in collaborative conversations with diverse partners
    - Demonstrate understanding of information presented orally or through other media
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#### November
- **DATE/# OF DAYS**: Jan 11 – Feb 26
- **TREASURES CONNECTIONS**: Unit 5 - Animals
- **UNIT**: Unit 6 - Neighborhood
- **THEME**: Writing
  - Use the Kindergarten Writing Standards to:
  - Write informative/explanatory texts
  - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
    - Participate in collaborative conversations with diverse partners
    - Demonstrate understanding of information presented orally or through other media
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    - Add media or other visual displays to presentations

#### December
- **DATE/# OF DAYS**: Feb 29 – April 22
- **TREASURES CONNECTIONS**: Unit 7 - Weather
- **UNIT**: Unit 8 - Plants
- **THEME**: Writing
  - Use the Kindergarten Writing Standards to:
  - Write informative/explanatory texts
  - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
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    - Add media or other visual displays to presentations

#### January
- **DATE/# OF DAYS**: Apr 25 – Jun 10
- **TREASURES CONNECTIONS**: Unit 9 - Amazing Creatures
- **UNIT**: Unit 10 - I Know a Lot!
- **THEME**: Writing
  - Use the Kindergarten Writing Standards to:
  - Write informative/explanatory texts
  - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
    - Participate in collaborative conversations with diverse partners
    - Demonstrate understanding of information presented orally or through other media
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    - Effectively present information and opinions with supporting evidence to others
    - Add media or other visual displays to presentations

#### February
- **DATE/# OF DAYS**: Mar 1
- **TREASURES CONNECTIONS**: Unit 11 - Neighborhood
- **UNIT**: Unit 12 - I Know a Lot!
- **THEME**: Writing
  - Use the Kindergarten Writing Standards to:
  - Write informative/explanatory texts
  - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
    - Participate in collaborative conversations with diverse partners
    - Demonstrate understanding of information presented orally or through other media
    - Ask and answer questions in order to get information, clarify or to understand the speaker’s point of view
    - Effectively present information and opinions with supporting evidence to others
    - Add media or other visual displays to presentations

#### March
- **DATE/# OF DAYS**: Apr 25 – Jun 10
- **TREASURES CONNECTIONS**: Unit 13 - Amazing Creatures
- **UNIT**: Unit 14 - I Know a Lot!
- **THEME**: Writing
  - Use the Kindergarten Writing Standards to:
  - Write informative/explanatory texts
  - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
    - Participate in collaborative conversations with diverse partners
    - Demonstrate understanding of information presented orally or through other media
    - Ask and answer questions in order to get information, clarify or to understand the speaker’s point of view
    - Effectively present information and opinions with supporting evidence to others
    - Add media or other visual displays to presentations

#### April
- **DATE/# OF DAYS**: May 1
- **TREASURES CONNECTIONS**: Unit 15 - Neighborhood
- **UNIT**: Unit 16 - I Know a Lot!
- **THEME**: Writing
  - Use the Kindergarten Writing Standards to:
  - Write informative/explanatory texts
  - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
    - Participate in collaborative conversations with diverse partners
    - Demonstrate understanding of information presented orally or through other media
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#### May
- **DATE/# OF DAYS**: Jun 1
- **TREASURES CONNECTIONS**: Unit 17 - Amazing Creatures
- **UNIT**: Unit 18 - I Know a Lot!
- **THEME**: Writing
  - Use the Kindergarten Writing Standards to:
  - Write informative/explanatory texts
  - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
    - Participate in collaborative conversations with diverse partners
    - Demonstrate understanding of information presented orally or through other media
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#### June
- **DATE/# OF DAYS**: Jul 1
- **TREASURES CONNECTIONS**: Unit 19 - Neighborhood
- **UNIT**: Unit 20 - I Know a Lot!
- **THEME**: Writing
  - Use the Kindergarten Writing Standards to:
  - Write informative/explanatory texts
  - Write narratives
  - Conduct research projects
  - Gather information from multiple sources
  - Draw evidence from informational texts to support writing
- **LEARNING AND WORKING NOW AND LONG AGO**
  - History
  - Social Science Practices
  - Use the Kindergarten Speaking and Listening Standards to:
    - Participate in collaborative conversations with diverse partners
    - Demonstrate understanding of information presented orally or through other media
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## LAUSD CURRICULUM MAP: KINDERGARTEN

### THEME

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<tr>
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### RESOURCES

**Scott Foresman – Content Reader**
- Look, A Flag
- Kindergarten Videos - Pearson Online Learning Exchange
- Time for School
- Read aloud: Today is Monday by Eric Carle

**Harcourt – Spotlight on Standards**
- Model Lesson: http://achieve.lausd.net/Page/5958
- Scott Foresman Student text: What jobs do people do?
  - Digital Path video “Jobs people Have”
  - Digital Path Interactive Practice: Community Jobs
- Content Readers: Jobs in My Community, Who Does This Job? Jobs, Jobs, Jobs
- Treasures : What is your Neighborhood Like?
- Selection : Russ and the Firehouse
- Read aloud: Fire! Fire! by Gail Gibbons
- Photographs of fire fighters, trucks, stations, horses from 100 years
- Kindergarten Videos - Pearson Online Learning Exchange

**Harcourt – What jobs do people do?**
- Model Lesson http://achieve.lausd.net/Page/5958
- Wonders- Volume 2 –p. 32-35 Let’s Look at Maps
- Beginner map on Farms from the LAUSD Digital Library Maps 101
- Digital Path video Models and Maps

**Harcourt – Spotlight on Standards**
- Scott Foresman Student text:
  - Kindergarten Videos - Pearson Online Learning Exchange
  - “Living Long Ago”
- Content Readers: George Washington
- George Washington: Our First President
- George Washington: Father of our Country

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### DATE/ # OF DAYS

<table>
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<tr>
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<th>August</th>
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### TREASURES CONNECTIONS

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<tr>
<th>Smart Start (Routines/Procedures)</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<td>Friends</td>
<td>Transportation</td>
<td>Food</td>
<td>Animals</td>
<td>Neighborhood</td>
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<td>Plants</td>
<td>Amazing Creatures</td>
<td>I Know a Lot!</td>
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# LAUSD CURRICULUM MAP: KINDERGARTEN
## SCIENCE
### DRAFT 6.2015

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<th>Unit 10 I Know a Lot!</th>
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</table>

### MATERIAL NOTE
- FOSS KITS ARE ROTATED: SELECT ONE PER TRIMESTER
- MATERIALS ARE ROTATED SELECT ONE PER TRIMESTER

<table>
<thead>
<tr>
<th>THEME/UNIT TITLE</th>
<th>LIFE SCIENCE</th>
<th>PHYSICAL SCIENCE</th>
<th>LIFE SCIENCE/EARTH SCIENCE</th>
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</thead>
<tbody>
<tr>
<td>LIFE SCIENCE</td>
<td>Animals 2x2</td>
<td>Wood and Paper</td>
<td>Trees</td>
</tr>
<tr>
<td>BIG IDEAS (CA SCIENCE STANDARDS)</td>
<td>Different kinds of plants and animals inhabit the earth LS K.2</td>
<td>Properties of matter can be observed, measured and predicted. (PS K.1)</td>
<td>Different types of plants and animals inhabit the earth. (LS K.2) Earth is composed of land, air and water. (ES K.3)</td>
</tr>
<tr>
<td>CROSS CUTTING CONCEPTS (NGSS)</td>
<td>Patterns Structure and Function</td>
<td>Patterns Structure and Function</td>
<td>Patterns Stability and Change</td>
</tr>
<tr>
<td>ESSENTIAL QUESTIONS (NGSS DCI)</td>
<td>How do organisms live, grow, respond to their environment, and reproduce?</td>
<td>How can one explain the structure, properties and interactions of matter?</td>
<td>How do organisms grow and develop? How do Earth’s major systems interact?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCIENCE PRACTICES (NGSS)</th>
<th>LIFE SCIENCE PRACTICES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asking Questions</td>
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<tr>
<td>Planning and Carrying Out Investigations</td>
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<tr>
<td>Analyzing and Interpreting Data</td>
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### INTEGRATED ELD

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<tr>
<th>READING</th>
<th>WRITING</th>
<th>SPEAKING &amp; LISTENING</th>
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</thead>
<tbody>
<tr>
<td>Animals 2x2 (Student Text and Big Book)</td>
<td>Observations in Science Notebook</td>
<td>Participating in Science Talks: Elicitation Discussion, Consolidation Discussion, Data Discussion, Explanation Discussion</td>
</tr>
<tr>
<td>A Fish Out of Water Some Smug Slug Animals 2x2 Flip Book</td>
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<tr>
<td>How Do We Learn (Big Book) Trees (Student Text and Big Book) Our Very Own Tree (Flip Book)</td>
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</tbody>
</table>

### ASSESSMENT


### RESOURCES

- FOSS Kit: Animals 2x2 FOSSweb
- FOSS Kit: Wood and Paper FOSSweb
- FOSS Kit: Trees FOSSweb
**LAUSD CURRICULUM MAP: KINDERGARTEN**

**ELA READING LITERATURE AND INFORMATIONAL TEXT:**

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<td>Sept 8 - Oct 23</td>
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**CA READING STANDARDS**

- RL & RI 1: Identify main topic and retell key details of a text.
- RL & RI 2: Retell familiar stories including key details.
- RL & RI 3: Identify characters, settings, and major events in a story.
- RL & RI 5: Compare/Contrast the adventures and experiences of characters in stories/identify basic similarities and differences between two texts of the same topic.
- RL & RI 10: Actively engage in group reading activities with purpose and understanding.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>RA/ Read Aloud</th>
<th>TC= Teaching Chart Read Together</th>
<th>TEXT TYPE</th>
<th>COMPREHENSION FOCUS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>You Are Beautiful as You Are (F); Animals in the Park (NF); Friends Follow Rules (HSS); I Can (F); We Go To School (F)</td>
<td>Story Structure, Make Predictions</td>
<td>(S); I Can! (F), I Use Water (S); Am I? (F)</td>
<td>Pre- Decodables</td>
</tr>
<tr>
<td>Week 2</td>
<td>The Squeaky Old Bed (F); The Picnic at Apple Park (F); Family Fun (HSS); See the Apple (NF); I Am (F)</td>
<td>Story Structure, Setting</td>
<td>(S); I Like, We Like (F); A Year With Grandfather (NF); Fake Plants (S); Real and Ready to Eat (S)</td>
<td>Abound; Big/Trade Book; Wonder Reader Pre- Decodables</td>
</tr>
<tr>
<td>Week 3</td>
<td>The Clever Turtle (Folktales); Jazz Baby (fiction); How Do You Use Water (S); I Can! (F); I Am Picking Apples (F)</td>
<td>Story Structure, Make Predictions</td>
<td>(S); I Like, We Like (F); A Year With Grandfather (NF); Fake Plants (S); Real and Ready to Eat (S)</td>
<td>Abound; Big/Trade Book; Wonder Reader Pre- Decodables</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Bundle of Sticks (F); Who’s Baby Am I (NF); Seasons (S); I Can, We Can (F); We Can (NF); Story Structure, Make Predictions</td>
<td>Story Structure, Make Predictions</td>
<td>(S); I Like, We Like (F); A Year With Grandfather (NF); Fake Plants (S); Real and Ready to Eat (S)</td>
<td>Abound; Big/Trade Book; Wonder Reader Pre- Decodables</td>
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<tr>
<td>Week 5</td>
<td>The City Mouse and the Country Mouse (F); What Do You Like? (F); Rules Are Important (HSS); I Like, We Like Same (NF); Ask Questions, Identify Character</td>
<td>Story Structure, Setting</td>
<td>(S); I Like, We Like (F); A Year With Grandfather (NF); Fake Plants (S); Real and Ready to Eat (S)</td>
<td>Abound; Big/Trade Book; Wonder Reader Pre- Decodables</td>
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<tr>
<td>Week 6</td>
<td>The Lion and the Mouse (F); Friends All Around (NF); Helping Hands (HSS); I Am A Doctor (NF); A Map (F)</td>
<td>Story Structure, Classify/Categorize</td>
<td>(S); I Like, We Like (F); A Year With Grandfather (NF); Fake Plants (S); Real and Ready to Eat (S)</td>
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<td>Week 7</td>
<td>The Three Bears (F); Animal Babies ABC (F); Tadpoles (S); Can I Fit (NF)</td>
<td>Story Structure, Classify/Categorize</td>
<td>(S); I Like, We Like (F); A Year With Grandfather (NF); Fake Plants (S); Real and Ready to Eat (S)</td>
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<td>Week 8</td>
<td>Grandfather’s Bear is Hungry (F); Our Special Sweet Potato Pie (F); Ripe and Ready to Eat (S); We Can (NF)</td>
<td>Story Structure, Classify/Categorize</td>
<td>(S); I Like, We Like (F); A Year With Grandfather (NF); Fake Plants (S); Real and Ready to Eat (S)</td>
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<tr>
<td>Week 9</td>
<td>The Three Bears (F); Animal Babies ABC (F); Tadpoles (S); Can I Fit (NF)</td>
<td>Story Structure, Classify/Categorize</td>
<td>(S); I Like, We Like (F); A Year With Grandfather (NF); Fake Plants (S); Real and Ready to Eat (S)</td>
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<td>Week 10</td>
<td>Ask Questions, Compare/Contrast (S); I Like, We Like (F); A Year With Grandfather (NF); Fake Plants (S); Real and Ready to Eat (S)</td>
<td>Abound; Big/Trade Book; Wonder Reader Pre- Decodables</td>
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**RA= Read Aloud**

**TC= Teaching Chart Read Together**

**DRAFT 6.2015**

11
# LAUSD CURRICULUM MAP: KINDERGARTEN

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<td>TREASURES CONNECTIONS</td>
<td>Smart Start (Routines/Procedures)</td>
<td>Unit 1 Families</td>
<td>Unit 2 Friends</td>
<td>Unit 3 Transportation</td>
<td>Unit 4 Food</td>
<td>Unit 5 Animals</td>
<td>Unit 6 Neighborhood</td>
<td>Unit 7 Weather</td>
<td>Unit 8 Plants</td>
<td>Unit 9 Amazing Creatures</td>
<td>Unit 10 I Know a Lot!</td>
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<td>READ ALOUD SELECTIONS</td>
<td>Bats</td>
<td>Cactus Hotel</td>
<td>Commotion in the Ocean</td>
<td>Elephants Can Paint Too</td>
<td>Feel the Wind</td>
<td>For You Are a Kenyan Child</td>
<td>Gilberto and the Wind</td>
<td>Hello Ocean</td>
<td>Here is the African Savanna</td>
<td>How My Family Lives in America</td>
<td>Jaime's Journey</td>
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<td>RESOURCES</td>
<td>Read Aloud Project: Text Complexity K-2 – Common Core-aligned lessons for K-2 picture, informational, and chapter books. Lessons include text-dependent questions, Language exploration, Speaking and Listening activities, Writing activities, and creative performance tasks. <a href="http://achieve.lausd.net/Page/6603">http://achieve.lausd.net/Page/6603</a></td>
<td><a href="http://achieve.lausd.net/Page/6603">Treasures' Level Text (by week)</a></td>
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