

**LAUSD CURRICULUM MAP: First Grade**

DRAFT 6.2015

**FOUNDATIONAL SKILLS- CONCEPTS OF PRINT, PHONOLOGICAL AWARENESS- INSTRUCTIONAL PROGRESSION**

		August	September	October	November	December	January	February	March	April	May	June		
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 - Jun 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- All About Us	Unit 2 – Our Families, Our Neighbors			Unit 3 – Have Fun!		Unit 4 – Let’s Team Up		Unit 5 – Nature Watch			
FOUNDATIONAL SKILLS	CONCEPTS OF PRINT <sup>1,1</sup>	Demonstrate an understanding of the basic features of print.												
		Recognize the distinguishing features of a sentence. (e.g., first word, capitalization, ending punctuation.)												
		Identify & Generate Rhyme												
	CA STANDARDS RF3 - PHONOLOGICAL AWARENESS	Syllable												
		Blend Onset/Rime												
			Phoneme Isolation							Phoneme Isolation				
			Phoneme Blending											
			Phoneme Segmentation											
			Identify Rhyme											
			Recognize & Generate Initial											
			Contrast Vowel Sounds											
			Phoneme Substitution Initial						Phoneme Substitution Initial Sound					
			Phoneme Categorization					Phoneme Categorization						
			Phoneme Deletion						Phoneme Deletion					
			Phoneme Categorization Final						Phoneme Categorization Ending Sound					
			Phoneme Identity					Phoneme Identity						
			Phoneme Substitution					Phoneme Substitution						
			Phoneme Categorization (medial vowel sounds)											
			Phoneme Categorization (short u)											
			Phoneme Addition							Phoneme Substitution				
								Phoneme Identity with Vowel Sounds						
								Recognize & Generate Alliteration						
								Phoneme Deletion Initial Sound						
								Phoneme Categorization Vowel Sound						
								Contrast Sounds						
								Phoneme Segmentation/Substitution						
								Phoneme Deletion/Addition						
								Phoneme Blending/Substitution						
						Phoneme Substitution Medial								
						Phoneme Categorization (Contrast er, ir, with ar, or)								

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**FOUNDATIONAL SKILLS- PHONICS & WORD RECOGNITION, FLUENCY AND LANGUAGE -INSTRUCTIONAL PROGRESSION, continued**

		August	September	October	November	December	January	February	March	April	May	June	
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 – Jun 10 34 DAYS		
TREASURES CONNECTIONS		Smart Start (Routines/Procedures)	Unit 1- All About Us		Unit 2 – Our Families, Our Neighbors		Unit 3 – Have Fun!		Unit 4 – Let’s Team Up		Unit 5 – Nature Watch		
CCSS RF3 PHONICS & WORD RECOGNITION		Review all consonants and short vowels from Kindergarten	Short a, i l blends Double final consonants Possessives with ‘s Final & ending blends		Short o, e Contractions Inflectional ending –ed, -ing Contractions s blends & r blends Diagrams th & sh Compound words		Long a (a_e) Long i (i_e), Long o (o_e) Long u (u_e) Long e (e_e) Inflectional ending (drop final e add –ed) Inflectional ending (double final consonant add –ed or –ing)		Long a (ai, ay) Long e (e, ea, ee) E at the end of long e words (ex. please) Long o (o, oa, ow, oe) Long i (i, y, igh, ie) Long e (y, ey) 2 Syllable words 2 syllable words with inflectional endings (change y to i)		r-controlled vowels (er, ir, ur) r-controlled (ar) r-controlled vowel (or, oar, ore) Diphthongs (ou, ow) Diphthongs (oi, oy) Compound words Abbreviations e at the end of words (mouse & house) Prefixes re- & un- Inflectional endings –er & -est		
DECODABLE TEXT		<b>Start Smart Readers:</b> Wk 2: We Have Wk 2: We Can Wk 3: Here We Are! Wk 3: Look and See!	<b>Decodables</b> Wk 1: A Cap for Pam, Who Am I? Wk 2: Mack, What am I? Wk 3: Jim had a big hit!, On a Farm Wk 4: Sam the Clam, Learn about the past Wk 5: Jazz Band, Sun and Rain		<b>Decodables</b> Wk 1: Fox on a Rock, Baby Animals Wk 2: Hen’s Eggs, Where Animals Live Wk 3: Pet Tricks, Can You See It? Wk 4: , Gus and Fluff, A Fair Is Fun Wk 5: This and That, The Vet		<b>Decodables</b> Wk 1: Jane and Wade, Magnets Wk 2: Job Time for the Pines, Race to a Fire! Wk 3: Such a Grand Day, Our Flag Wk 4: Mole Bakes at Home, Where Is Your Home? Wk 5: A Trip Last Spring, Push or Pull?		<b>Decodables:</b> Wk 1: Too Much Rain Today, Play It Safe! Wk 2: Fox and the Green Grapes, Plants Grow From Seeds Wk 3: Grow and Glow, How a Frog Grows Wk 4: The High Fly,Bats Wk 5: Piggy is Messy, Maps		<b>Decodables:</b> Wk 1: Miss Mirth’s Herb Garden, The Seasons Wk 2: Carly in the Dark, Hard Workers Wk 3: No more Mort the Short! , From Farm to Store Wk 4: A Proud Brown Ant, Now and Long Ago Wk 5: Roy’s Rich Soil, Which Holiday Is It?		
CA FOUNDATIONAL SKILLS - FLUENCY	EXPECTATIONS	CA RF 4 FLUENCY	Read with sufficient accuracy and fluency to support comprehension. Read on grade level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary										
		CONTINUUM	NONSENSE WORD FLUENCY					ORAL READING FLUENCY					→→→
	DIBELS Next At Risk Indicators	PHONEME SEGMENTATION FLUENCY	→										
		LETTER NAMING FLUENCY	→										
		Orally read grade appropriate connected text with demonstrated comprehension at:											
BENCHMARK FLUENCY NORMS Hasbrouck & Tindal	BOY NWF (CLS) 27 NWF (WWR) 1			By MOY: 20-30 WCPM 78% ACCURACY NWF (CLS) 43 NWF (WWR) 8		90-95% ACCURACY with text at instructional level		By EOY: 50-60 WCPM, 97% accuracy NWF (CLS) 58 NWF (WWR) 13		MOY 47-81 WCPM		EOY 82-111 WCPM	

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FLUENCY, continued	Intonation-Echo Read		WEEK 1						WEEK 1				
	Phrasing-Echo Read			WEEK 1								WEEK 1	
	Intonation-Choral Read			WEEK 1	WEEK 1		WEEK 1	WEEK 1			WEEK 1		
	Phrasing-Choral Read				WEEK 1	WEEK 1			WEEK 1	WEEK 1		WEEK 1	
	Expression-Echo Read						WEEK 1			WEEK 1			
	Expression-Choral Read									WEEK 1			
	Pronunciation-Echo Read												
RESOURCES	<ul style="list-style-type: none"> <li>• Sound Spelling Fluency (Letter Cards)</li> <li>• Phonics Fluency (Word lists and Speed Drills)</li> <li>• Fluency Solutions (Connected text fluency)</li> </ul>												
L1 USAGE	Print all upper- and lower-case letters, using order of introduction of sound-spellings from phonics continuum.												
L2 SPELLING <sup>1</sup>	<b>Words by pattern:</b> Word Building /Dictation-Spelling /Writing of one-syllable words using phonics patterns instructed. Add inflections (-s, -ing, -ed, -er)												
L2 SPELLING <sup>2</sup>	<b>Words by sight - non-decodable High Frequency Words:</b> Dictation-Spelling / Writing of HF Words instructed ( <i>Many become decodable as more phonics patterns are taught.</i> )												
L2 CONVENTIONS <sup>3</sup> CAPITALIZATIONS	Review Kinder Letter naming & sounds Matching upper-lower case	End punctuation Capitalization: sentences	Capitals: proper nouns, days, months, holidays			Commas, dates Apostrophes Capitals: Book titles			Sentence punctuation Capitals: proper nouns Apostrophes		Sentence punctuation Capitals: days of week		
L4 VOCABULARY STRATEGIES <sup>6</sup> Flexible use of a variety of strategies	Intro vocabulary strategies	Use sentence <b>context</b> to determine/clarify meaning of unknown words. Use <b>word structure</b> to determine/clarify meaning of unknown words: <u>Affixes</u> - Prefixes ( <i>re-, un-, pre-, mis-</i> ) Suffixes ( <i>-ed, -ful, -less, -ness, -ing, -er, -en</i> ) Use <b>word structure</b> to determine/clarify meaning of unknown words: <u>Root/Base Words &amp; endings</u> – e.g. WRITE ( <i>rewrite, prewrite, writing, writer, written</i> )											
L6 ORAL VOCABULARY <sup>4</sup> 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 <i>because, however, in fact.</i>											
L5 VOCABULARY Understanding Word Relationships, Nuances in meaning	<b>With guidance and support from adults:</b> Sort words into categories (e.g., <i>colors, clothing</i> ) to gain a sense of the concepts the categories	Define words by category and one or more attributes (e.g., <i>a tiger is a large cat with stripes</i> )	Identify real-life connections between words and their use (e.g., <i>places in home/school that are cozy</i> ).			Distinguish shades of meaning among verbs ( <i>look, peek, stare, glare</i> )			Distinguish shades of meaning among adjectives differing in intensity ( <i>large, gigantic</i> ) by defining, choosing, acting out				

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	represent										
CA STANDARDS – LANGUAGE, continued	L6 ORAL LANGUAGE PRACTICE Sentence production and extension	Sentence Extension Routine intro using question words. Review chart: <i>what, who, where, why, when, how</i>	Extending-combining sentences using conjunctions <i>and, or, but, so, because</i>  Time-sequencing	Present tense: Turn sentences into questions. Turn questions into sentences.		Sentence extension using present and future tense.  Future tense: Sentences into questions, vice versa		Sentence extension using past tense.  Past tense: Sentences into questions, vice versa		Sentence extension using descriptions	
	L1 GRAMMAR- USAGE <sup>3</sup>	Use articles <i>the, a</i>  **Intro Pronouns chart: <i>I, you, he/she/it, we, they</i>	Intro <i>singular-plural</i> concept and use of simple –s plural marker Use determiners <i>this/these, that/those</i> **Expand pronouns: <i>anyone, everyone, everything</i>	Nouns (plural, irregular plural, proper) Practice verbs in present tense, distinguishing 3 <sup>rd</sup> person singular: ( <i>I/you/we/they hop, he/she/it hops</i> ) **Expand pronouns: <i>me, you, him/her/it, us, them</i>		<i>BE</i> present tense: <i>am-is-are</i> Verbs (present, past) Contractions with <i>not</i> Contractions with <i>will</i> **Add future tense using <i>will</i>		<i>BE</i> past tense: <i>Is-was-were, Have- has-had, Go-goes-went, Do-does- did, See-sees-saw</i> Other irregular past tense verbs ( <i>wrote, caught, took</i> ) Contractions practice **Expand pronouns: <i>my, your, his/her/its, our, their</i>		Adjectives Comparatives Synonyms-Antonyms Color & number words Contractions	

**LISTENING & SPEAKING**

CA STANDARDS SPEAKING & LISTENING	ACROSS UNITS	SL1a Follow agreed upon rules for discussions  SL1b Build on others’ talk in conversations, respond to comments of others in multiple exchanges	SL1: <b>Collaborative Conversations</b> - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups SL2: <b>Questions about Text</b> - Ask and answer questions about key details in a text read aloud or information presented orally or through other media SL3: <b>Questions- Clarify/Gather</b> - Ask and answer questions about what a speaker says or to gather information and clarify what is not understood SL4: <b>Describe using Details</b> - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly SL5: <b>Add Visuals</b> - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings SL6: <b>Produce Complete Sentences</b> - Produce complete sentences when appropriate to task and situation								
	ACROSS UNITS CENTRAL TO THIS UNIT		(Specific to Unit 1- Treasures)	(Specific to Unit 2- Treasures)							
	INTEGRATED ELD		<b>Part I:</b> Interacting in Meaningful Ways A.1 Exchanging information and ideas A.3 Offering Opinions B.5 Listening actively C.9 Presenting C.11 Supporting Opinions C.12 Selecting language resources								

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RESOURCES										
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**WRITING**

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CA ELA STANDARDS - WRITING	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				W2: Informative XXX			W1: Opinion XXX			
	WRITING FOCUS (TREASURES)	Strong Sentences	Personal Narrative		Narrative Story		Description		Book Report		Instructions/How To	
	INTEGRATED ELD	Part I: Interacting in Meaningful Ways      A.2 Interacting via written English      C.10 Composing/Writing										
	ASSESSMENT FOCUS	<b>Constructed Response Interim Assessment #1: Narrative</b> Draw material for characters, setting, and possible sequence of events from a pictorial source, discuss with peers, collect ideas and notes from writing, then draft and edit a written narrative <b>Standards assessed at #1 Interim Assessment:</b> W3, L1a, L1f, L1j, L2a, L2b, L2d, L2e, RL3, RL7, RI7, SL1a, SL1b				<b>Constructed Response Interim Assessment #2: Informative</b> Draw information from one or more AUDIO-VISUAL sources (video, reader’s theater), discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written <b>informative/explanatory text</b> . <i>Gr 1 students view a video and listen to reader’s theater text read aloud while they track text, then read independently to find evidence for explanatory writing.</i> <b>Standards assessed at #2 Interim Assessment:</b> W2; L1a, L1b, L1c, L1g, L1h, L1j; L2a, L2b, L2c, L2d, L2e; L6, RI3, RI8, SL1a, SL1b			<b>Constructed Response Interim Assessment #3: Opinion</b> Draw information from one or more TEXTUAL sources, discuss with peers, use graphic organizer to collect ideas and evidence for writing, then draft and edit a written opinion piece. <i>Gr 1 students listen to text read aloud while they track text, then read independently to find evidence for explanatory writing.</i> <b>Standards assessed at #3 Interim Assessment:</b> W1; L1a, L1f, L1g, L1j, L2a, L2b, L2d, L2e; L6, RI2, RI8, SL1a, SL1b			
RESOURCES												

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**DESIGNATED ELD**

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TREASURES CONNECTIONS		Smart Start (Routines/Procedures)	Unit 1- All About Us		Unit 2 – Our Families, Our Neighbors		Unit 3 – Have Fun!		Unit 4 – Let’s Team Up		Unit 5 – Nature Watch	
CASTANDARDS DESIGNATED ELD	ACROSS UNITS	<b>Part I:</b> 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 <b>Constructive Conversation Practices - Create, Clarify, Fortify, Negotiate</b>										
	ACROSS UNITS CENTRAL TO THIS UNIT	<b>Part I:</b> 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		<b>Part I:</b> Interacting in Meaningful Ways A.2 Interacting via written English B.7 Evaluating language choices C.10 Composing/Writing <b>Part II:</b> Learning About How English Works A.1 Understanding text structure B.3 Using verbs and verb phrases B.4 Using nouns and noun phrases		<b>Part I:</b> Interacting in Meaningful Ways A.2 Interacting via written English B.7 Evaluating language choices C.9 Presenting <b>Part II:</b> 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											

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**HISTORY SOCIAL SCIENCE**

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TREASURES CONNECTIONS		Smart Start (Routines/Procedures)	Unit 1- All About Us		Unit 2 – Our Families, Our Neighbors		Unit 3 – Have Fun!		Unit 4 – Let’s Team Up		Unit 5 – Nature Watch	
THEME		<b>A CHILD’S PLACE IN TIME AND SPACE:</b>										
HISTORY SOCIAL SCIENCE	BIG IDEAS	Historians and social scientists use specific tools to learn.	Rules and laws help people get along with each other.	The way people lived has changed over time.	Our school and community are diverse. We are all part of the same community.				People trade goods and services from all around the world.			
	ESSENTIAL QUESTIONS	How do we learn history?	How do we create a fair and respectful community?	How has the way we live changed over time and how has it stayed the same?	How do our similarities and differences build a strong classroom community? How does time and place affect the way people live?				How is our community connected to the world?			
STANDARDS	ACROSS UNITS	Historical Analysis skills 1.3 Symbols, icons, and traditions <ul style="list-style-type: none"> <li>• Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community.</li> <li>• Recite the Pledge of Allegiance and sing songs that express American ideals.</li> <li>• Understand the significance of our national holidays and the heroism and achievements of the people associated with them.</li> <li>• Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence and know the people and events associated with them.</li> </ul> Essential Question: Why are symbols and holidays important to America? Big idea: Symbols and holidays help us to think of special things about our country.										
	CENTRAL TO THIS UNIT	Introduce the Flag and the Pledge of Allegiance Introduce Patriotic songs Demonstrate timeline Model use of investigative journal	1.1 Rights and Responsibilities of Citizenship 1.2 Understanding the rule making process in a direct democracy and in a representative democracy giving examples of both systems	1.4. Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same.	1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places. 1.5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population. 1.5.2 Understand the ways in which American Indians and immigrants have helped define California and American culture. 1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore. 1.1 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places. 1.1.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.				1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy. 1.6.1 Understand the concept of exchange and the use of money to purchase goods and services. 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work at home. 1.2 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.			

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THEME		<b>A CHILD’S PLACE IN TIME AND SPACE:</b>											
SOCIAL SCIENCE			Citizenship	Life Long Ago									
			in their classroom, school and community. 1.1.2 Understand the elements of fair play and good sportsmanship, respect the rights and opinions of others, and respect for the rules by which we live, including the meaning of the Golden rule.	1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games and festivals, drawing from biographies, oral histories, and folklore.	1.1.2 Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. 1.1.3 Construct a simple map, using cardinal directions and map symbols. 1.1.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.								
	ALIGNMENT TO ELA	READING		Read biographies, oral histories and folklore	1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.								
		WRITING	<b>History-Social Science Practices:</b> Refer to the First Grade 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.										
			<b>History-Social Science Practices:</b> Refer to the First Grade Writing Standards to: Write arguments to support claims/opinions using evidence Write informative/explanatory texts Write narratives Conduct research projects Gather information form multiple sources Draw evidence from informational texts to support writing										
ALIGNMENT TO ELA	SPEAKING & LISTENING	<b>History-Social Science Practices:</b> Refer to the First Grade 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 Effectively present information and opinions with supporting evidence to others Add media or other visual displays to presentations											



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THEME		<b>A CHILD’S PLACE IN TIME AND SPACE:</b>										
			Citizenship	Life Long Ago								
			of view									
HISTORY SOCIAL SCIENCE	ASSESSMENT	Performance task	Investigative journal Writing task Performance task	Performance task- “We are going to be historians and collect oral histories.	Investigative journal Writing task Performance task							
	RESOURCES	Scott Foresman - Unit 3  Grade 1 Videos - Pearson Online Learning Exchange <i>Pledging Allegiance</i>	Text – Harcourt Spotlight on Standards Reader Scott Foresman Content Readers: <i>Making Rules</i> <i>Who Makes the Rules?</i> <i>How do Rules Get Made</i>  Read aloud: Duck for President by Doreen Cronin  Grade 1 Videos- Pearson Online Learning Exchange <i>Making Rules</i>  Images	Harcourt Spotlight on Standards Reader  Scott Foresman – Content Readers Model Lessons - Grade 1 <a href="http://achieve.lausd.net/Page/5958">http://achieve.lausd.net/Page/5958</a>  Grade 1 Videos - Pearson Online Learning Exchange <i>Life Long Ago</i> <i>Travel Then and Now</i>  <i>Work and Play in the Past</i> Read aloud – <i>My Great Aunt Arizona</i>	Text – Harcourt Spotlight on Standards Reader Scott Foresman Content Readers  Grade 1 Videos - Pearson Online Learning Exchange <i>Where we Live</i> <i>Making Maps</i> <i>Finding Places on Maps and Globes</i> <i>Traditions</i> <i>California’s Culture</i> <i>Learning about Customs</i>					Text – Harcourt Spotlight on Standards Reader Scott Foresman Content Readers: <i>Working</i> <i>People at Work</i> <i>Where we Work</i>  Grade 1 Videos - Pearson Online Learning Exchange <i>Using Money</i> <i>How We Get Goods</i>  Images		



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**SCIENCE**

		August	September	October	November	December	January	February	March	April	May	June	
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 – Jun 10 34 DAYS		
TREASURES CONNECTIONS		Smart Start (Routines/Procedures)	Unit 1- All About Us		Unit 2 – Our Families, Our Neighbors		Unit 3 – Have Fun!		Unit 4 – Let’s Team Up		Unit 5 – Nature Watch		
MATERIAL NOTE		<b>FOSS KITS ARE ROTATED- SELECT ONE PER TRIMESTER</b>											
SCIENCE	THEME/UNIT TITLE		LIFE SCIENCE <b>Plants and Animals</b>			PHYSICAL SCIENCE (Solids and Liquids) <b>Solids and Liquids</b>			EARTH SCIENCE /PHYSICAL SCIENCE (Gases) <b>Air and Weather</b>				
	BIG IDEAS (CA SCIENCE STANDARDS)		Plants and animals meet their needs in different ways. LS1.2			Materials come in different forms, including solids, liquids and gases PS 1.1			Materials come in different forms, including solids, liquids, and gases. PS1.1 Weather can be observed, measured and described. ES1.3				
	CROSS CUTTING CONCEPTS (NGSS)		Patterns Structure and Function Stability and Change			Patterns Cause and Effect Structure and Function Stability and Change			Patterns Cause and Effect Systems and System Models Stability and Change				
	ESSENTIAL QUESTIONS (NGSS DCI)		How do organisms live, grow, respond to their environment, and reproduce?			How can one explain the structure, properties and interactions of matter?			How can one explain the structure, properties and interactions of matter? How and why is Earth constantly changing?				
	PRACTICES (NGSS)		<ul style="list-style-type: none"> <li>Asking Questions</li> <li>Developing and Using Models</li> <li>Planning and Carrying Out Investigations</li> <li>Analyzing and Interpreting Data</li> <li>Using Mathematics and Computational Thinking</li> <li>Constructing Explanations</li> <li>Engaging in Argument from Evidence</li> <li>Obtaining, Evaluating and Communicating Information</li> </ul>			<ul style="list-style-type: none"> <li>Asking Questions</li> <li>Developing and Using Models</li> <li>Planning and Carrying Out Investigations</li> <li>Analyzing and Interpreting Data</li> <li>Constructing Explanations</li> <li>Obtaining, Evaluating and Communicating Information</li> <li>Using Mathematics and Computational Thinking</li> </ul>			<ul style="list-style-type: none"> <li>Asking Questions</li> <li>Developing and Using Models</li> <li>Planning and Carrying Out Investigations</li> <li>Analyzing and Interpreting Data</li> <li>Constructing Explanations</li> <li>Obtaining, Evaluating and Communicating Information</li> <li>Using Mathematics and Computational Thinking</li> </ul>				
	INTEGRATED ELD												
	ALIGNMENT TO ELA	READING		Plants and Animals Student Text			Solids and Liquids Student Text			Air and Weather Student Text			
		WRITING	Science Notebooks	Observations, Claims and Evidence in Science Notebooks			Observations, Claims and Evidence in Science Notebooks			Observations, Claims and Evidence in Science Notebooks			
		SPEAKING & LISTENING	“Getting to Know” Your Science Tools using FOSS Kit Inventory Activity  Grouping Science Talks	Participating in Science Talks <ul style="list-style-type: none"> <li>Elicitation Discussion</li> <li>Consolidation Discussion</li> <li>Data Discussion</li> <li>Explanation Discussion</li> </ul>			Participating in Science Talks <ul style="list-style-type: none"> <li>Elicitation Discussion</li> <li>Consolidation Discussion</li> <li>Data Discussion</li> <li>Explanation Discussion</li> </ul>			Participating in Science Talks <ul style="list-style-type: none"> <li>Elicitation Discussion</li> <li>Consolidation Discussion</li> <li>Data Discussion</li> <li>Explanation Discussion</li> </ul>			
	ASSESSMENT					Formative: Teacher Observation, Student Science Notebook. Summative: FOSS End of Module Performance Task and Written Assessment			Formative: Teacher Observation, Student Science Notebook. Summative: FOSS End of Module Performance Task and Written Assessment				
RESOURCES	Link to Science Smart Start Resources							FOSS Module Air and Weather FOSSweb					

**LAUSD CURRICULUM MAP: First Grade**

DRAFT 6.2015

**ELA READING LITERATURE AND INFORMATIONAL TEXT:**

		August	September	October	November	December	January	February	March	April	May	June	
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 22 - Jun 10 34 DAYS						
TREASURES CONNECTIONS	Smart Start (Routines/Procedures)	Unit 1- All About Us	Unit 2 – Our Families, Our Neighbors	Unit 3 – Have Fun!	Unit 4 – Let’s Team Up	Unit 5 – Nature Watch							
ELA READING LITERATURE & INFORMATIONAL TEXT	CA READING STANDARDS	<p><b>RL &amp; RI 1:</b> Ask and answer questions about key details <b>RL &amp; RL 2:</b> Retell stories including key details, and demonstrate understanding of their central message or lesson. / Identify the main topic and retell key details of a text. <b>RL &amp; RI 3:</b> Describe characters, settings, and major events in a story, using key details /Describe the connection between two individuals, events, ideas, or pieces of information in a text <b>RL &amp; RI 4.</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses/ Ask and answer questions determine or clarify the meaning of words and phrases in a text. <b>RL &amp; RI 5:</b> Explain major differences between books that tell stories and books that give information/ Know and use various <b>text structures and</b> text features. <b>RL &amp; RI 6:</b> Identify who is telling the story/ Distinguish between information provided by pictures/illustrations and information provided by the words in a text. <b>RL &amp;RI 7:</b> Use illustrations and details in a story to describe its characters, setting, events, or key ideas <b>RI 8:</b> Identify reasons an author gives to support points in a text <b>RL &amp; RI 9:</b> Compare and contrast the adventures and experiences of characters in stories/ identify similarities and differences between two texts of the same topic <b>RL &amp; RI 10:</b> With prompting and support, read prose, poetry and informational text of appropriate complexity for grade 1.</p>											
	TREASURES SELECTIONS Big Book, (Units 1-3) First Read, Main Selection, Paired Selection, Wonders Reader	<p><b>Wk 1:</b> Animal Alphabet, Little Engine that Could (F), Three Pigs (F), The Game /Mary Pat (P)</p> <p><b>Wk 2:</b> Animal Alphabet, Aunt Minnie &amp; Twister (F), Tortoise &amp; Hare (F), That’s What I Need /Click-Chick-Click! (P)</p> <p><b>Wk 3:</b> Animal Alphabet, Tooth Tales (NF), Alexander G Bell (NF), Favorite Things/My Dog Jet (P)</p>	<p><b>Wk 1:</b> The Big Cat (F), Pam and Sam (F), Our Best Days (NF), What People/Animals Need (Science) <b>[Story Structure, Character-Setting]</b></p> <p><b>Wk 2:</b> From Head to Toe (F), Jump Over It (F), I Can, Too! (F), Run-Jump-Swim! (NF), Birds Get Big (NF), First People of Australia (HSS) <b>[Story Structure, Sequence]</b></p> <p><b>Wk 3:</b> Growing Up (NF), I Am a Big Kid (NF), How You Grew (NF), Birds Get Big (NF), We are Good Helpers (HSS) <b>[Text Structure, Sequence]</b></p>	<p><b>Wk 1:</b> Hello, Hello! (F), Our Mom and Dad (NF), Animal Moms and Dads (NF), Over in the Meadow (F), Going to School (HSS) <b>[Summarize, Main Idea-Details]</b></p> <p><b>Wk 2:</b> Mama’s Coming Home (F), Who Will Help (F), Little Red Hen (F), From Wheat to Bread (NF), Living in Alaska (HSS) <b>[Summarize, Retell]</b></p> <p><b>Wk 3:</b> Me on the Map (NF), I Live Here (NF), Farmer’s Market (NF), Find an Address (HSS) <b>[Summarize, Main Idea-Details]</b></p>	<p><b>Wk 1:</b> If You Take a Mouse to School (F), Jane is Late! (F), On My Way to School (F), Take a Riddle Ride (F), We Belong (HSS) <b>[Visualize, Retell]</b></p> <p><b>Wk 2:</b> Stray Dog (F), A Dog for Ike (Play), Smile, Mike! (Play), Healthy Eating (NF), Our Country, Our Earth (HSS) <b>[Story Structure, Predict]</b></p> <p><b>Wk 3:</b> Elephants Can Paint, Too! (NF), Make a Doll (NF), Masks-Masks-Masks! (NF), Art in Caves (NF), Now and Long Ago (HSS) <b>[Summarize, Main Idea-Details]</b></p>	<p><b>Wk 1:</b> Frog and Snail’s Trip (F), Drake’s Tail (F), Busy as a Bee (NF), Votes Count (HSS) <b>[Generate Questions, Make Predictions]</b></p> <p><b>Wk 2:</b> When Jean Comes Home (F), Gram and Me (F), Chinese New Year (NF), Voting in a Community (HSS) <b>[Ask Questions, Character-Setting]</b></p> <p><b>Wk 3:</b> Picking Peaches (NF), Cesar Chavez (NF), Grown in California (NF), My Matter Book (Science) <b>[Monitor Comp-Reread, Retell]</b></p>	<p><b>Wk 1:</b> Lucky Lily (F), Kitten’s First Full Moon (F), Ellen Ochoa in Space (NF), Amazing Animals and Pond Life (Science) <b>[Generate Questions, Cause-Effect]</b></p> <p><b>Wk 2:</b> Be Curious (NF), Meet Ben Franklin (Bio-NF), A Close Look (NF), Needs-Wants-Trade-Money (HSS) <b>[Summarize, Make Inferences]</b></p> <p><b>Wk 3:</b> Warm and Cold Days (NF), Stormy Weather (NF), Dangerous Storms (NF), Four Seasons (Science) <b>[Monitor Comp-Reread, Compare-Contrast]</b></p>						
	(TEXT TYPE) <b>[COMPREHENSION FOCUS]</b>	<p><b>Wk 4:</b> Along Came Toto (F), Come Down, Kit! (F), Flip (F), What Pets Need (F), Traditions We Share (HSS) <b>[Story Structure, Plot (Beg-Mid-End)]</b></p> <p><b>Wk 5:</b> Teamwork (F), I Like to Help (F), Soccer (NF), Guess What! (P), Independence Day (HSS) <b>[Text Structure, Author’s Purpose]</b></p>	<p><b>Wk 4:</b> Three Little Pigs (F), Too Big for One (F), Pigs, Wolf, and Mud (F), Homes Around the World (NF), America (HSS) <b>[Story Structure, Plot]</b></p> <p><b>Wk 5:</b> Rap a Tap Tap (F), A Show (F), Beth and the Band (F), Shake a Rattle! (NF), What Does the Sun Do? (Science) <b>[Visualize, Retell]</b></p>	<p><b>Wk 4:</b> Friend for Little Bear (F), The Old Box (F), Rose Robot Cleans Up (F), Bottle Takes a Trip (NF), Goldilocks Learns Golden Rule (HSS) <b>[Monitor Comp-Reread, Draw Conclusions]</b></p> <p><b>Wk 5:</b> To Be a Kid (NF), It’s Fun to Help (NF), Kids Have Fun! (NF), Kids Poems from Around the World (NF), Holidays (HSS) <b>[Text Structure, Compare-Contrast]</b></p>	<p><b>Wk 4:</b> See the Ball Fly! (F), Kite from Days with Frog and Toad (F), Wright Brothers (NF), Wells Fargo History Museum (HSS) <b>[Visualize, Problem-Solution]</b></p> <p><b>Wk 5:</b> School of Fish (NF), Animal Teams (NF), Where? (P), Plants Need, Parts of Plants, Forest Roof (Science) <b>[Text Structure, Retell]</b></p>	<p><b>Wk 4:</b> A Fun Season (F), Happy Fall! (F), Seasons (NF), Measure the Weather (Science) <b>[Visualize, Sequence]</b></p> <p><b>Wk 5:</b> Cub Grows Up (NF), Tiger Cub Grows Up (NF), The Tiger (P), Ball Games in Mexico (HSS) <b>[Summarize, Compare-Contrast]</b></p>							
	RA= Read Aloud TC= Teaching Chart Read Together												

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READ ALOUD PROJECT SELECTIONS		Cows for America Amelia Bedelia Are Trees Alive? Around One Cactus Around One Cactus 2 Charlotte's Web Cloudy with a Chance of Meatballs Come On, Rain		Dear Children of the Earth Eat Like a Bear Freddy the Frogcaster Frogs 2 How to Bicycle to the Moon Jack Rabbit Livingstone Mouse Moon Rooster My Great Aunt Arizona		National Geographic Bird Guide to North America Of Thee I Sing One Hen Owl Moon Spider and the Fly The Moon The Moon Book The Raft		Spiders The Big Snow The Cloud Book The Great Kapok Tree The Seashore Book Thunderstorms Tiki Tiki Tembo Train to Somewhere Turtle Watch		Two Bad Ants Two Bobbies Ways People Live Where Do I Live Wild Weather	
INTEGRATED ELD		<b>Part I:</b> Interacting in Meaningful Ways		B.6 Reading/viewing closely							
RESOURCES		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> Treasures' Level Text (by week)									