

LAUSD CURRICULUM MAP: KINDERGARTEN

DRAFT 6.2015

FOUNDATIONAL SKILLS- CONCEPTS OF PRINT, PHONOLOGICAL AWARENESS, PHONICS & WORD RECOGNITION -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 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 ¹	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 care letters of the alphabet. (RF1d)											
	CA STANDARDS RF3 - PHONOLOGICAL AWARENESS	Sound Sequence	→ Continue to practice and monitor										
		Rhyming											
		Word Segmentation											
Syllable Blending		→ Continue to practice and monitor											
Phoneme Isolation													
Onset-Rime Blending													
Syllable Segmentation		→ Continue to practice and monitor											
Phoneme Blending													
Identify Phoneme													
Onset/Rime Segmentation													
CCSS RF3 PHONICS & WORD RECOGNITION	Smart Start:	Demonstrate basic knowledge of one-to-one letter-sound correspondences											
	Alphabet Song	Associate long and short sounds with common spellings of the five major vowels											
	Identify letters:	Read common high-frequency words by sight											
	Week 1: a-h	Distinguish between similarly spelled words by identifying the sounds of the letters that differ											
	Week 2: i-p												
	Week 3: q-z	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		

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

		August	September	October	November	December	January	February	March	April	May	June	
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FOUNDATIONAL SKILLS	CCSS RF3 PHONICS & WORD RECOGNITION	Pre-decodable					Decodable						
		WEEK 1	<i>Book 1: We Go to School</i> <i>Book 2: I</i>	<i>Book 1: I can, We can</i> <i>Book 2: We Can</i>	<i>Book 1: I Like</i> <i>Book 2: We Like Sam!</i>	<i>Book 1: I See Sam</i> <i>Book 2: Can Tam See?</i>	<i>Can Nan?</i>	<i>Sit</i>	<i>Are Caps Hats?</i>	<i>Ed Can, Ted Can</i>	<i>Sad Hen</i>	<i>Bug in a Web</i>	<i>Jeb is Quick?</i>
		WEEK 2	<i>Book 1: At School</i> <i>Book 2: I can</i>	<i>Book 1: I See the Apple</i> <i>Book 2: I Am</i>	<i>Book 1: I Am a Doctor</i> <i>Book 2: A Map</i>	<i>Book 1: Go, Go, Go</i> <i>Book 2: It Can, Go, Go, Go!</i>	<i>We Can!</i>	<i>Can It Fit?</i>	<i>Rod Can See It</i>	<i>Hot Ben, Hot Lin</i>	<i>A Bud Is Up</i>	<i>A Vet Can Fix It!</i>	<i>Zip?</i>
	WEEK 3	<i>Book 1: I am Picking</i> <i>Book 2: Apples I Can!</i>	<i>Book 1: Am I?</i> <i>Book 2: We Can See!</i>	<i>Book 1: I Like, We Like</i> <i>Book 2: Pam</i>	<i>Book 1: Sit Tip!</i> <i>Book 2: I See a Truck Go!</i>	<i>Nat</i>	<i>Tap, Tap, Tap!</i>	<i>Dad Can Pin It On</i>	<i>Pat and Tip</i>	<i>Pick It!</i>	<i>Pat and the Vet</i>	<i>Yes, Tip!</i>	
	CA RF 4 FLUENCY	Read emergent-reader texts with purpose and understanding.											
	EXPECTATIONS	CONTINUUM						NONSENSE WORD FLUENCY (NWF)					→→→
								PHONEME SEGMENTATION FLUENCY (PSF)					→→→
			LETTER NAMING FLUENCY (LNF)					→→→					
			FIRST SOUND FLUENCY (FSF)					→→→					
	TREASURES SCOPE AND SEQUENCE	DIBELS Next At Risk Indicators	BOY FSF (10 sounds) LNF	FSF (15 sounds) LNF	FSF (20 sounds) LNF	FSF (25 sounds) LNF	By MOY: FSF (30 sounds) LNF PSF (20) NWF (CLS) 17	PSF (20) NWF (CLS) 17	PSF (25) NWF (CLS) 20	PSF (35) NWF (CLS) 25	By EOY: PSF (40) NWF (CLS) 28		
SKILLS/RESOURCES		SKILL: Sound Spelling Fluency RESOURCE: Letter Cards					SKILL: Sound Spelling Fluency RESOURCE: Letter Cards SKILL: Phonics Fluency RESOURCE: Word lists and Speed Drills						
UNITS		UNIT 1 Week 1 Week 2 Week 3	UNIT 2 Week 1 Week 2 Week 3	UNIT 3 Week 1 Week 2 Week 3	UNIT 4 Week 1 Week 2 Week 3	UNIT 5 Week 1 Week 2 Week 3	UNIT 6 Week 1 Week 2 Week 3	UNIT 7 Week 1 Week 2 Week 3	UNIT 8 Week 1 Week 2 Week 3	UNIT 9 Week 1 Week 2 Week 3	UNIT 10 Week 1 Week 2 Week 3		
DS - LAM	L1a USAGE	Print many upper- and lower-case letters, using order of introduction of sound-spellings from phonemic awareness-phonics continuum for Kindergarten.											

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L2 SPELLING ¹	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 ²	Words by sight - non-decodable High Frequency Words: Dictation-Spelling / Writing of HF Words instructed - (<i>Many become decodable as more phonics patterns are taught.</i>)											
L2 CONVENTIONS ³ CAPITALIZATION	Capitalize first word in sentence.			Capitalize pronoun /				Recognize and name end punctuation. Practice reading sentences with prosody according to end punctuation (. ? !)				
L4 VOCABULARY STRATEGIES ⁶	Identify new/alternate meanings for familiar words (understanding multiple meanings) <i>e.g., knowing duck is a bird, learning to duck as a verb</i> Use word structure elements as clues to the meaning of an unknown word: most frequently occurring inflections and affixes: (<i>re-, un-, pre-</i>) (<i>-s, -ed, -ful, -less</i>), (<i>-ing, -er, -en</i>).											
L6 ORAL VOCABULARY ⁴ 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 – UNDERSTANDI NG WORD RELATIONSHIP S, NUANCES IN MEANING	With guidance and support from adults: Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their <i>opposites</i> (<i>antonyms</i>)			Sort words into categories (<i>e.g., shapes, foods</i>) to gain a sense of the concepts the categories represent		Define words by category and one or more attributes (<i>e.g., a tiger is a large cat with stripes</i>)		Identify real-life connections between words and their use (<i>e.g., places in home/school that are colorful</i>).		Distinguish shades of meaning among verbs describing same general action (<i>walk, march, strut, prance</i>) 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 <i>intro</i> using question words. Review chart: <i>what, who, where, why, when, how</i>		Sentence Extension using verb and verb: <i>The girl sang a song and drew a picture.</i> <i>The boy slept late and ran downstairs.</i>		Sentence production with prepositions <i>to, from, in, out, on, off, for, of, by, with</i> . Sentence Extension using connectors: <i>The dog dug a hole in the yard so he could bury a bone.</i>		Sentence Extension using adjectives: <i>The girl sang a song and drew a picture.</i> <i>The girl in the blue dress sang a happy song and drew a big, beautiful picture.</i>		Sentence production using pronouns: <i>The boy sat on the chair. He started reading a book.</i> <i>The girl gave the boy another book. She gave him another book.</i>			
L1 GRAMMAR- USAGE ³	Oral Grammar: Nouns Nouns Nouns Verbs Verbs Sentences Sentences Adjectives Adjectives Pronouns Pronouns Create regular plurals using <i>-s</i> plural marker <i>dog-dogs</i> Create regular plurals using <i>-es</i> plural marker <i>wish-wishes, kiss-kisses</i>											

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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

	August	September	October	November	December	January	February	March	April	May	June
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CA STANDARDS SPEAKING & LISTENING	ACROSS UNITS	<p>SL1: Collaborative Conversations: Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups</p> <p>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 is not understood.</p> <p>SL3: Questions- Clarify/Gather: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p> <p>SL4: Describe using Details: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>SL5: Add Visuals: Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p>SL6: Produce Complete Sentences: Speak audibly and express thoughts, feelings, and ideas clearly,</p>									
	ACROSS UNITS CENTRAL TO THIS UNIT	<p>Treasures Routines Supporting Speaking & Listening:</p> <p>Retell the Story using Retell Cards (Day 2 of Weekly Routine) (Specific to Unit 2- Treasures) (Specific to Unit 5 & 6 - Treasures) (Specific to Unit 7 & 8- Treasures) (Specific to Unit 9 & 10- Treasures)</p>									
	INTEGRATED ELD	<p>Part I: 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</p>									
	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.										
	WRITING FOCUS (TREASURES)	Sentence frame	Sentence frame Description	Sentence Picture Web	Sentence frame Description	Sentence Recipe Menu	Sentence Letters	Dialogue Directions Sentences	Weather Report Sentences	Directions Similes Poem	Q&A Descriptions Story	Q&A Sentences Counting Book
	INTEGRATED ELD	Part I: Interacting in Meaningful Ways A.2 Interacting via written English C.10 Composing/Writing										
	ASSESSMENT FOCUS	Constructed Response Interim Assessment #1: Narrative 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 Standards assessed at #1 Interim Assessment: W3; Concepts of print L1a, L1b, L13, L2a, L2b, L2c, L2d, RL3, RI2, SL1a, SL1b				Constructed Response Interim Assessment #2: Informative 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 informative/explanatory text . <i>Kinder students view a video and listen to reader's theater text read aloud to find evidence for explanatory writing.</i> Standards assessed at #2 Interim Assessment: W2, W6; L1a, L1b, L1e, L2a, L2b, L2c, L2d; L6, RI3, RI8, SL1a, SL1b				Constructed Response Interim Assessment #3: Opinion 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>Kinder students listen to text read aloud to determine evidence for opinion writing.</i> Standards assessed at #3 Interim Assessment: W1; L1a, L1b, L1e, L2a, L2b, L2c, L2d, RI2, RI8, SL1a, SL1b		
RESOURCES												

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DESIGNATED ELD

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CA STANDARDS DESIGNATED ELD	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 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 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.9 Presenting 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											

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HISTORY SOCIAL SCIENCE

		August	September	October	November	December	January	February	March	April	May	June	
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THEME		LEARNING AND WORKING NOW AND LONG AGO											
		Citizenship			Community Workers			Maps		Life Long Ago		Maps	
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 work 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? (At school, in the community and in the past?)		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?		
HISTORY / SOCIAL SCIENCE		ACROSS UNITS											
		<p>Historical Analysis skills</p> <p>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.</p> <p>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>K.6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events.</p>											
STANDARDS		CENTRAL TO THIS UNIT											
		<p>Introduce the Flag. Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the statue of liberty.</p> <p>Introduce the calendar. Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>K.1 Students understand that being a good citizen involves acting in good ways.</p> <p>K.1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.</p> <p>K.1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore</p> <p>K.1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p> <p>K.3 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.</p> <p>K.4: Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <p>K.4.4: 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.</p> <p>K.6.3 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.)</p>											

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THEME		LEARNING AND WORKING NOW AND LONG AGO											
		Citizenship			Community Workers			Maps		Life Long Ago		Maps	
HISTORY / SOCIAL SCIENCE	ALIGNMENT TO ELA	READING	<p>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</p> <p>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.</p>										
		WRITING	<p>History-Social Science Practices: Use Kindergarten Writing Standards to: Write arguments to support claims/opinions using evidence Write informative/explanatory texts Write narratives</p> <p>Conduct research projects Gather information from multiple sources Draw evidence from informational texts to support writing</p>										
		SPEAKING & LISTENING	<p>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</p> <p>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</p>										
	ASSESSMENT	Writing/Drawing task Performance task				Performance task Writing task: How are firefighters different today than from long ago?			Performance task Students will construct a map to find places in the neighborhood. Students will describe a path both orally and in writing (or pictorially) from one location to another using their map.		Performance task		

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THEME		LEARNING AND WORKING NOW AND LONG AGO										
		Citizenship			Community Workers		Maps		Life Long Ago		Maps	
HISTORY / SOCIAL SCIENCE	RESOURCES	<p>Scott Foresman – Content Reader <i>Look, A Flag</i></p> <p>Kindergarten Videos - Pearson Online Learning Exchange <i>Time for School</i></p> <p>Read aloud: <i>Today is Monday</i> by Eric Carle</p>	<p>Harcourt – <i>Spotlight on Standards</i> Scott Foresman – Content Readers <i>Rules</i></p> <p><i>Why We have Rules</i> <i>Rules Make Life Work</i></p> <p>Kindergarten Videos - Pearson Online Learning Exchange <i>Rules We Live By</i></p> <p>Read aloud: <i>The Sneetches and Other Stories</i> by Dr. Seuss</p> <p><i>The Little Red Hen</i></p> <p><i>Aesop's Fables</i></p> <p><i>The People Could Fly: American Black Folktales</i> by Virginia Hamilton</p>	<p>Harcourt – <i>Spotlight on Standards</i> Model Lesson: http://achieve.lausd.net/Page/5958</p> <p>Scott Foreseman Student text: What jobs do people do?</p> <ul style="list-style-type: none"> 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 <p>Treasures : What is your Neighborhood Like?</p> <p>Selection : Russ and the Firehouse</p> <p>Read aloud: <i>Fire! Fire!</i> by Gail Gibbons</p> <p>Photographs of fire fighters, trucks, stations, horses from 100 years</p> <p>Kindergarten Videos - Pearson Online Learning Exchange</p>	<p>Model Lesson http://achieve.lausd.net/Page/5958</p> <p>Wonders- Volume 2 –p. 32-35 Let’s Look at Maps</p> <p>Beginner map on Farms from the LAUSD Digital Library Maps 101</p> <p>Digital Path video <i>Models and Maps</i></p>	<p>Harcourt – <i>Spotlight on Standards</i> Scott Foreseman Student text:</p> <p>Kindergarten Videos - Pearson Online Learning Exchange <i>“Living Long Ago”</i></p> <p>Content Readers: George Washington George Washington: Our First President George Washington: Father of our Country</p>						

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SCIENCE

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MATERIAL NOTE		FOSS KITS ARE ROTATED- SELECT ONE PER TRIMESTER												
SCIENCE	THEME/UNIT TITLE		LIFE SCIENCE Animals 2X2				PHYSICAL SCIENCE Wood and Paper			LIFE SCIENCE/EARTH SCIENCE Trees				
	BIG IDEAS (CA SCIENCE STANDARDS)		Different kinds of plants and animals inhabit the earth LS K.2				Properties of matter can be observed, measured and predicted. (PS K.1)			Different types of plants and animals inhabit the earth. (LS K.2) Earth is composed of land, air and water. (ES K.3)				
	CROSS CUTTING CONCEPTS (NGSS)		Patterns Structure and Function				Patterns Structure and Function			Patterns 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 do organisms grow and develop? How do Earth's major systems interact?				
	PRACTICES (NGSS)		<ul style="list-style-type: none"> Asking Questions Planning and Carrying Out Investigations Analyzing and Interpreting Data Obtaining, Evaluating and Communicating Information 				<ul style="list-style-type: none"> Asking Questions Planning and Carrying Out Investigations Analyzing and Interpreting Data Obtaining, Evaluating and Communicating Information 			<ul style="list-style-type: none"> Asking Questions Planning and Carrying Out Investigations Analyzing and Interpreting Data Obtaining, Evaluating and Communicating Information 				
	INTEGRATED ELD													
	ALIGNMENT TO ELA	READING		Animals 2x2 (Student Text and Big Book) A Fish Out of Water Some Smug Slug Animals 2x2 Flip Book							How Do We Learn (Big Book) Trees (Student Text and Big Book) Our Very Own Tree (Flip Book)			
		WRITING	Science Notebooks	Observations in Science Notebook				Observations in Science Notebooks			Observations in Science Notebook			
		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"> Elicitation Discussion Consolidation Discussion Data Discussion Explanation Discussion 				Participating in Science Talks <ul style="list-style-type: none"> Elicitation Discussion Consolidation Discussion Data Discussion Explanation Discussion 			Participating in Science Talks <ul style="list-style-type: none"> Elicitation Discussion Consolidation Discussion Data Discussion Explanation Discussion 			
	ASSESSMENT		Formative: Teacher Observation, Science Notebook. Summative: Narrative Report				Formative: Teacher Observation, Science Notebook. Summative: Narrative Report			Formative: Teacher Observation, Science Notebook. Summative: Narrative Report				
RESOURCES	Link to Science Smart Start Resources	FOSS Kit: Animals 2x2 FOSSweb				FOSS Kit: Wood and Paper FOSSweb			FOSS Kit: Trees FOSSweb					

LAUSD CURRICULUM MAP: KINDERGARTEN

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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 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!
ELA READING LITERATURE & INFORMATIONAL TEXT	CA READING STANDARDS	<p>With prompting and support: RL & RI 1: Ask and answer questions about key details RL & RL 2: Retell familiar stories including key details / Identify the main topic and retell key details of a text. RL & RI 3: Identify characters, settings, and major events in a story /Describe the connection between two individuals, events, ideas, or pieces of information in a text RL & RI 4: Ask and answer questions about unknown words in text RL & RI 6: Name author and illustrator and define role of each RL & RI 7: Describe the relationship between illustrations and the story/text RI 8: Identify reasons an author gives to support points in a text RL & RI 9: Compare and contrast the adventures and experiences of characters in stories/ identify basic similarities and differences between two texts of the same topic RL & RI 5: Recognize common types of text/ Identify front cover, back cover and title page RL & RI 10: Actively engage in group reading activities with purpose and understanding.</p>										
	TREASURES' SELECTIONS Interactive Read-Aloud; Big/Trade Book; Wonders Reader Pre-Decodables (TEXT TYPE) [COMPREHENSION FOCUS]	<p>Wk 1: You Are Beautiful as You Are (F); Animals in the Park (NF); Friends Follow Rules (HSS); I (F), We Go To School (F)</p> <p>Wk 2: The Gingerbread Boy (F); Hands Can (NF); Magnets (S); I Can (F), At School (F)</p> <p>Wk 3: The Clever Turtle (Folktales); Jazz Baby (fiction); How Do You Use Water (S); I Can! (F), I Am Picking Apples (F)</p>	<p>Wk 1: 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]</p> <p>Wk 2: The Squeaky Old Bed (F); The Picnic at Apple Park (F); Family Fun (HSS); I See the Apple (NF) I Am (F) [Story Structure, Setting]</p> <p>Wk 3: Jennifer Bing, Why Won't You Sing (F); Peter's Chair (F); Night Animals (S); Am I? (F) We Can See (F) [Story Structure, Make Predictions]</p>	<p>Wk 1: The City Mouse and the Country Mouse (F); What Do You Like? (F); Rules Are Important (HSS); I Like (F), We Like Sam (NF) [Ask Questions, Identify Character]</p> <p>Wk 2: The Lion and The Mouse (F); Friends All Around (NF); Helping Hands (HSS); I Am A Doctor (NF), A Map (F) [Ask Questions, Compare/Contrast]</p> <p>Wk 3: The Little Red Hen (Fable); Simon and Molly Plus Hester (F); Objects Around the Classroom (HSS); I Like, We Like (F), Pam (F) [Ask Questions, Identify Character]</p>	<p>Wk 1: The Turtle and The Rabbit (Fable); The Bus For Us (F); Things Change (HSS); I See Sam (F), Can Tam See? (F) [Story Structure, Make/Confirm Predictions]</p> <p>Wk 2: Timimoto (F); On The Go (NF); Land High and Low (S); Go, Go, Go (F), It Can Go, Go, Go (NF) [Text Structure, Classify/Categorize]</p> <p>Wk 3: The Singing Wagon (Folktales); Duck On A Bike (F); Signs in The Park (HSS); Sit Tip! (F), I See a Truck Go (F) [Story Structure, Identify Character/Plot]</p>	<p>Wk 1: The Goat in the Chile Patch (F); Apple Farmer Annie (F); Celebrating History (HSS); Can Nan (NF) [Summarize, Sequence]</p> <p>Wk 2: Grandfather's Bear is Hungry (F); Our Special Sweet Potato Pie (F); Ripe and Ready to Eat (S); We Can (NF) [Summarize, Make Inferences]</p> <p>Wk 3: The Soup Stone (F); Yoko (F); Plants (S); Nat (F) [Summarize, Make Inferences]</p>	<p>Wk 1: The Three Little Kittens (Nursery Rhyme); Mama Cat (F); Animals on the Move (S); Sit (NF) [Story Structure, Make/Confirm Predictions]</p> <p>Wk 2: The Three Bears (F); Animal Babies ABC (NF); Tadpoles (S); Can it Fit (NF) [Text Structure, Classify/Categorize]</p> <p>Wk 3: The Coyote and The Turtle (F); Mole and the Baby Bird; National Holidays (HSS); Tap! Tap! Tap! (F) [Story Structure, Plot/Character]</p>	<p>Wk 1: The Black Cat (F); Russ and the Firehouse (NF); Let's Look at Maps (HSS); Are Caps Hats? (NF) [Summarize, Main Idea/Details]</p> <p>Wk 2: Ms Mouse Needs a Friend (F); Bus Stops (F); Made From Clay (HSS); Rod Can See It (F) [Summarize, Main Idea/Details]</p> <p>Wk 3: Why the Moon is in the Sky (Legend); Alicia's Happy Day (F); Jobs People Do (HSS); Dad Can Pin It On (F) [Summarize, Retell]</p>	<p>Wk 1: Frog and Locust (Legend); A Rainy Day (NF); Changing Weather (S); Ed Can, Ted Can (NF) [Visualize, Main Idea/Details]</p> <p>Wk 2: How the Turtle Flew South For The Winter (F); In The Yard (F); A Year With Bears (HSS); Hot Ben, Hot Lin (NF) [Visualize, Setting]</p> <p>Wk 3: The Mitten (F); Bear Snores On (F); Let It Snow (S); Pete and Tip (Fiction) [Visualize, Fantasy/Reality]</p>	<p>Wk 1: The Sticky-Sticky Pine (F); Oak Tree (NF); Real and Fake Plants (S); Sad Hen (F) [Text Structure, Sequence]</p> <p>Wk 2: The Talking Vegetables (F); Seed Secrets (NF); Garden (S); The Bud is Up (F) [Text Structure, Retell]</p> <p>Wk 3: The Rabbit and The Elephant (F); Sunflower House (F); Farming Then and Now (HSS); Pick It (F) [Story Structure, Draw Conclusions]</p>	<p>Wk 1: The Elephant and The Bees (F); Beetles (NF); Welcome to the Rain Forest (S); Bug in a Web (NF) [Ask Questions, Classify/Categorize]</p> <p>Wk 2: The Fisherman and His Wife (F); Fish Faces (NF); Let's Go to the Vet (S); A Vet Can Fix It (NF) [Ask Questions, Compare/Contrast]</p> <p>Wk 3: Tyler's Trip to the Library (F); If the Dinosaurs Came Back (F); Sea Animals (S); Pat and the Vet (F) [Ask Questions, Fantasy/Reality]</p>	<p>Wk 1: The Knee High Man (F); What Do You Know! (F); Water Changes (S); Jeb is Quick (F) [Monitor Comprehension-Reread, Use Illustrations]</p> <p>Wk 2: Ma Lien and The Magic Brush (Folktales); Warthogs Paint (F); Amazing People (HSS); Zip (NF) [Monitor Comprehension-Reread, Cause/Effect]</p> <p>Wk 3: Jack and the Beanstalk (F); Turtle Splash! Countdowns at the Pond (F); Where Does The Water Go? (S); Yes Tip (F) [Monitor Comprehension-Reread, Setting]</p>

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READ ALOUD PROJECT SELECTIONS		Bats Cactus Hotel Commotion in the Ocean Elephants Can Paint Too Feel the Wind For You Are a Kenyan Child		Gilberto and the Wind Hello Ocean Here is the African Savanna How My Family Lives in America Jaime's Journey Mama Panya's Pancakes		On the Same Day in March Snow is Falling Stellaluna The Snowy Day The Tortilla Factory The Year at Maple Hill Farm		Thunder Boomer Thunder Cake Too Many Tamales Wangari's Trees of Peace When the Root Children Wake Up Zinnias Flower Garden			
INTEGRATED ELD		Part I: 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. http://achieve.lausd.net/Page/6603 Treasures' Level Text (by week)									