

CURRICULUM MAP – Grades 3-5 – LANGUAGE – LITERACY – CONTENT

“The Common Core State Standards set requirements not only for English Language Arts (ELA) but also for literacy in History/Social Science, Science, and Technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.”

– [Introduction to the CCSS](#)

“Literacy and language are fundamental elements of every discipline and must be taught in ways that further students’ development of their skills, ability, and knowledge in literacy, language, and the specific area of study. Students who are ELs have the added task of navigating the path toward mastery of academic literacy and content knowledge while simultaneously developing full proficiency in English as an additional language”

– [CA ELA-ELD Framework, Ch. 1](#)

DISTRICT EXPECTATIONS FOR INSTRUCTION K-5

- Systematic Instruction of the [Reading Foundational Skills K-5](#)
- Separate time block for Language Development (Designated ELD, MELD, ALD) as well as throughout the day connected to ELA and Content (Integrated ELD, MELD, ALD).
- Application of reading and writing in the context of content
- Differentiation of instruction, to ensure [access and equity](#)
- Achievement of the [SBAC Expectations](#)

CURRICULUM MAP PURPOSE

The [CCSS for ELA/Literacy](#) and the new [CA ELD Standards](#) are integrated and interdisciplinary in nature and require new conceptions of planning curriculum, instruction, and assessment. The overarching focus of the Curriculum Map is building students’ content knowledge, language proficiency, and literacy skills and understandings in an integrated way.

Taken as a whole, the Curriculum Map is designed to give teachers recommendations, resources, and some concrete strategies to effectively address content and language instruction as well as achieve the [Key Shifts in English Language Arts](#) inherent within the CCSS.

[Key Shifts in English Language Arts:](#)

- Regular practice with complex texts and their academic language
- Reading, writing, and speaking grounded in evidence from texts
- Building knowledge through content-rich nonfiction

The Curriculum Map is a cross-curricular frame to:

- Ensure multiple content areas are addressed
- Develop cross-curricular units of study
- Practice the 3 CCSS writing types in multiple content areas
- Create authentic opportunities for developing language skills, including Speaking and Listening across the content areas
- Teach the Foundational Skills Continuum K-5
- Foster Language Development (ELD-MELD-ALD)

CURRICULUM MAP ORGANIZATION

1. Each instructional block represents a 9-10 week frame for integrating content and language instruction, and includes standards, anchor texts, and formative assessments. There is also a project-driven [integrated History/Science unit](#) to culminate the year and apply the content and literacy knowledge students have acquired throughout the year.
2. The anchor texts identified in the Curriculum Map represent complex grade-level texts addressing the critical thinking skills of the [CCSS for Reading](#) and the [CA ELD Standards](#).
3. The Common Core [Reading Foundational Skills](#) run throughout K-5 instruction. Teacher practice must also include the systematic teaching of the [reading skills continuum](#), and use of texts that support student mastery of the mechanics of reading, such as decodable texts and readers/resources at student’s individual and instructional level, to build fluency, vocabulary, and comprehension.

CURRICULUM MAP COMPONENTS

[Year at a Glance Page](#)

Timeline: Three instructional cycles organized around three **Universal Themes** and **Essential Understandings**:

RELATIONSHIPS, CAUSE & EFFECT, and CHANGE, plus a *Culminating Integrated Unit*. Also includes periodic and SBAC assessment windows.

Recommended Routines (on timeline): Helpful structures to implement from the beginning of the year to support students in developing [21st Century Skills](#).

Cross-Disciplinary Connections: Demonstrates interconnection between content area study, language development, and literacy skills and understandings – with the goal of maximizing instructional efficiency by utilizing content reading as well as ELA sources. Through reading, discussion, and writing within and across the content areas, students collaborate to deepen and integrate their growing knowledge. They produce language in spoken and written forms to express their thinking and demonstrate their understanding of the concepts.

[Grade Level Specific Pages](#)

Anchor Texts: Resource includes selections from Treasures, and is growing to include texts from across all content areas. These reading resources have been identified and connected to the Universal Themes of **Relationships, Cause & Effect, and Change**. Teams of LAUSD teachers have analyzed and vetted these selections to determine their qualitative and quantitative text complexity features.

Close Reading Lessons: The same teacher teams have developed sample Close Reading lessons using Evidence-Based Questions. The lessons serve as a guide which teachers can refine to address the Reader/Task Considerations for their particular students. The lessons also offer students practice with Reading Standards 2-9, and provide multiple opportunities to read closely for a variety of purposes, to deeply explore the text, engage in collaborative conversations, and demonstrate understanding through various methods such as writing and oral presentations.

Assessments: District periodic assessment tasks and rubrics can be used as a guide for backward mapping, to ensure students receive instruction and practice on the standards assessed.

YEAR at a GLANCE – CURRICULUM MAP – Grades 3-5 – LANGUAGE – LITERACY – CONTENT

Cycle (days) Approximate Dates	Start Year (13 days) Aug 12 – 28	Cycle 1 (~43 days) Sep 2 – Oct 31	PA 1 (~5 days) Oct 27-31	Cycle 2 (~48 days) Nov 3 – Feb 6	PA 2 (~5 days) Feb 2-6	Cycle 3 (~48 days) Feb 9 – April 24	SBAC (~34 days) Apr 1 – May 16	Integrated Unit (~20+ days) Apr 27 – Jun 3
UNIVERSAL THEMES	Recommended Routines	<u>RELATIONSHIPS</u>		<u>CAUSE & EFFECT</u>		<u>CHANGE</u>		<u>Integrated Unit</u>

CROSS-DISCIPLINARY (CONTENT) CONNECTIONS - WHAT STUDENTS SHOULD KNOW, UNDERSTAND, AND DO ACROSS THE DISCIPLINES

DISCIPLINES/CONTENT	LITERACY SKILLS & UNDERSTANDINGS	INTEGRATED UNIT
<p>SCIENCE FOSS Program Modules (ONE PER CYCLE): PHYSICAL – LIFE – EARTH</p> <p>HISTORY - SOCIAL SCIENCE HISTORY – HISTORICAL ANALYSIS SKILLS</p> <p>ARTS DANCE – MUSIC – THEATER – VISUAL ARTS</p> <p>LANGUAGE DEVELOPMENT DESIGNATED ENGLISH LANGUAGE DEVELOPMENT – English Learners Protected time – Teachers focus on CA ELD Standards to build <i>into and from content instruction</i>, to develop the critical English language skills, knowledge, and abilities needed for content learning in English.</p> <p>MELD and ACADEMIC LANGUAGE DEVELOPMENT – EO, IFEP, RFEP Protected time – Teachers build <i>into and from content instruction</i> to develop students’ skills, knowledge, and abilities in the mainstream academic English language structures, vocabulary and registers needed for ELA and content learning.</p>	<p>READING SHORT & EXTENDED TEXTS – Anchor texts from all disciplines Read closely and analytically to comprehend a range of increasingly complex literary & informational texts.</p>	<p>HSS/SCIENCE Culminating Integrated Unit with Project-Based Learning Science texts & investigations HSS primary & secondary sources Oral Presentation Performance Task</p>
	<p>LANGUAGE – Development of Mainstream and Academic Language in Context Understand the conventions of English and adapt spoken and written language to a variety of registers and purposes.</p>	
	<p>SPEAKING & LISTENING Employ effective speaking & listening skills for a range of purposes and audiences</p>	
	<p>WRITING & REVISING BRIEF TEXTS – Narrative, Informative/Explanatory, Opinion Produce effective writing for a range of purposes and audiences.</p>	
	<p>COMPOSING FULL TEXTS – Narrative, Informative/ Explanatory, Opinion Produce effective writing for a range of purposes and audiences.</p>	
	<p>RESEARCH & INQUIRY Engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.</p>	
	<p>DIGITAL LITERACY Use technology and digital media strategically & responsibly to enhance skills and understanding across disciplines.</p>	
<p>READING FOUNDATIONAL SKILLS (Reinforced across the disciplines) Students demonstrate increasing awareness and competence in print concepts, phonological awareness, phonics, word recognition, and fluency. Lexile Ranges: Grade 2-3 (420-820) Grade 4-5 (740-1010)</p>		
<p>INTEGRATED ENGLISH LANGUAGE DEVELOPMENT – Reinforced Across the Disciplines – Using CA ELD Standards as Guidance In the context of learning content, students engage in meaningful collaborative, interpretive, and productive interactions with others and build awareness of how English works, based on discipline, topic, audience, task, and purpose.</p>		

Grade 3 – Cycle 1: Sep 2 – Oct 31 **RELATIONSHIPS**

Oct 27-31
PA1

Everything and/or everyone exists in relation to something or someone else.

The factors within a relationship interact and develop differently depending on the context, and affect one another in ways that can be positive, negative or neutral.

WHAT STUDENTS SHOULD KNOW, UNDERSTAND, AND DO IN MULTIPLE DISCIPLINES (CONTENT AREAS)

DISCIPLINES (CONTENT)		LANGUAGE DEVELOPMENT		LITERACY SKILLS & UNDERSTANDINGS		
Science Standards	HSS Standards	Arts Standards	CA ELD Standards	Common Core ELA Standards	SBAC Expectations Gr 3	
<p>Teach 1 FOSS Program Module per Cycle</p> <p>All FOSS modules address Investigation & Experimentation: Set 5: 5a, 5b, 5c, 5d, 5e</p> <p>MATTER & ENERGY Physical Science: Set 1 – Energy & Matter: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i Set 2 – Light: 2a, 2b, 2c, 2d</p> <p>STRUCTURES OF LIFE Life Science: Set 3: 3a, 3b, 3c, 3d, 3e</p> <p>SUN, MOON, & STARS Earth Science: Set 4: 4a, 4b, 4c, 4d, 4e</p>	<p>Grade 3 Year's Topic: CONTINUITY & CHANGE</p> <p>Cycle 1: PHYSICAL & HUMAN GEOGRAPHY OF LOCAL REGION 3.1.1, 3.1.2</p> <p>NATIVE INDIAN NATIONS IN LOCAL REGIONS 3.2.1, 3.2.2, 3.2.3, 3.2.4</p>	<p>Cycle 1:</p> <p>MUSIC TBD</p> <p>DANCE TBD</p> <p>THEATER TBD</p> <p>VISUAL ARTS TBD</p> <p><u>Sample Arts Performance Tasks</u></p>	<p><i>LAUSD is phasing in the District's transition to the new California English Language Development Standards and ELA-ELD Framework.</i></p> <p>CA ELD STANDARDS:</p> <p>Part I = Interacting in Meaningful Ways</p> <p>Part II = How English Works</p> <p>Part III = Using Foundational Skills</p> <p><i>As this Curriculum map evolves, more specificity will be included regarding ELD instruction, both Integrated and Designated.</i></p>	<p>Read and analyze increasingly complex texts from a variety of sources. RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL8, RL9 RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9</p> <p>LANGUAGE Scope & Sequence Cycle 1 - L1, L2, L3, L4, L5, L6</p> <p>Question, discuss, retell, recount, paraphrase Learn technology tools and applications SL1, SL2, SL3, SL4, SL5, SL6, W8</p> <p>NARRATIVE W3a-d, W4, W5, W8, W9</p> <p>INFORMATIVE - EXPLANATORY W2a-d, W3b, W4, W5, W8, W9</p> <p>THEME INQUIRY & PRESENTATION RI1, RI6, RI7, RI9, W8, W1b, W6, W7, SL1, SL2, SL3, SL4</p> <p>DIGITAL LITERACY ISTE Stds 1a-d, 2a-d, 3a-d, 4a-d, 5a-d, 6a-d</p>	<p>READING SHORT & EXTENDED TEXTS</p> <p>LANGUAGE</p> <p>SPEAKING & LISTENING</p> <p>WRITING & REVISING BRIEF TEXTS</p> <p>COMPOSING FULL TEXTS</p> <p>RESEARCH & INQUIRY</p> <p><u>DIGITAL LITERACY</u></p>	<p>Periodic Assessment 1 NARRATIVE W3a, W3b, W3c, W3d L1d, L1e, L1i, L2a, L2b, L2c, L2d, L2f L3a, L6</p> <p>Students draw information from one or more sources, use a graphic organizer to collect ideas and evidence for writing, then draft and edit a written narrative.</p>
FOUNDATIONAL SKILLS					DIBELS - TRC MOY – Dec.	
Common Core Reading Foundational Skills Scope & Sequence Cycle 1 - FS1 , FS2 , FS3 , FS4		California ELD Standards Part III = Using Foundational Skills				
INTEGRATED ENGLISH LANGUAGE DEVELOPMENT – Reinforced Across the Disciplines – Using CA ELD Standards as Guidance						
In the context of learning content, students engage in meaningful collaborative, interpretive, and productive interactions with others and build awareness of how English works, based on discipline, topic, audience, task, and purpose.						

Grade 3 ANCHOR TEXTS and SAMPLE LESSONS: Cycle 1 Lexile Ranges: Grade 2-3 (420-820)

Grade 4 – Cycle 1: Sep 2 – Oct 31 **RELATIONSHIPS**

Oct 27-31
PA1

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WHAT STUDENTS SHOULD KNOW, UNDERSTAND, AND DO IN MULTIPLE DISCIPLINES (CONTENT AREAS)

DISCIPLINES (CONTENT)		LANGUAGE DEVELOPMENT		LITERACY SKILLS & UNDERSTANDINGS			
Science Standards	HSS Standards	Arts Standards	CA ELD Standards	Common Core ELA Standards	SBAC Expectations Gr 4		
<p>Teach 1 FOSS Program Module per Cycle</p> <p>All FOSS modules address Investigation & Experimentation: Set 6: 6a, 6b, 6c, 6d, 6e, 6f</p> <p>MAGNETISM & ELECTRICITY</p> <p>Physical Science: Set 1: 1a, 1b, 1c, 1d, 1e, 1f, 1g</p> <p>ENVIRONMENTS</p> <p>Life Science: Set 2: 2a, 2b, 2c Set 3: 3a, 3v, 3c, 3d</p> <p>SOLID EARTH</p> <p>Earth Science: Set 4: 4a, 4b Set 5: 5a, 5b, 5c</p>	<p>Grade 4 Year's Topic:</p> <p>CALIFORNIA: A CHANGING STATE</p> <p>Cycle 1:</p> <p>LAND & EARLY PEOPLE</p> <p>4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.1.5</p> <p>EARLY CALIFORNIA</p> <p>4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8</p>	<p>Cycle 1:</p> <p>MUSIC</p> <p>TBD</p> <p>DANCE</p> <p>TBD</p> <p>THEATER</p> <p>TBD</p> <p>VISUAL ARTS</p> <p>TBD</p> <p><u>Sample Arts Performance Tasks</u></p>	<p>LAUSD is entering the transition year to the new California English Language Development Standards (CELDS).</p> <p>As this Curriculum map evolves, more specificity will be included regarding ELD instruction, both Integrated and Designated.</p> <p>CELDS Part I = Interacting in Meaningful Ways</p> <p>CELDS Part II = How English Works</p> <p>CELDS Part III = Using Foundational Skills</p>	<p>Read and analyze increasingly complex texts from a variety of sources.</p> <p>RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL8, RL9 RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9</p>	<p>READING SHORT & EXTENDED TEXTS</p>	<p>Periodic Assessment 1 NARRATIVE</p> <p>W3a, W3b, W3c, W3d, W3e</p> <p>L1b, L1c, L1f, L1g</p> <p>L2a, L2b, L2d, L2f (gr3)</p> <p>L3a, L3b, L6</p> <p>Students draw information from one or more sources, use a graphic organizer to collect ideas and evidence for writing, then draft and edit a written narrative.</p>	
				<p>LANGUAGE Scope & Sequence</p> <p>Cycle 1 - L1, L2, L3, L4, L5, L6</p>			<p>LANGUAGE</p>
				<p>Question, discuss, retell, recount, paraphrase</p> <p>Learn technology tools and applications</p> <p>SL1, SL2, SL3, SL4, SL5, SL6, W8</p>	<p>SPEAKING & LISTENING</p>		
				<p>NARRATIVE</p> <p>W3a, W3b, W3c, W3d, L3a</p>	<p>INFORMATIVE - EXPLANATORY</p> <p>W2a, W2b, W2c, W2d, W9</p>		<p>WRITING & REVISING BRIEF TEXTS</p>
				<p>NARRATIVE</p> <p>W3a-d, W4, W5, W8, W9</p>	<p>INFORMATIVE - EXPLANATORY</p> <p>W2a-d, W3b, W4, W5, W8, W9</p>		<p>COMPOSING FULL TEXTS</p>
				<p>THEME INQUIRY & PRESENTATION</p> <p>RI1, RI6, RI7, RI9, W8, W1b, W6, W7, SL1, SL2, SL3, SL4</p>			<p>RESEARCH & INQUIRY</p>
				<p>DIGITAL LITERACY</p> <p>ISTE Stds 1a-d, 2a-d, 3a-d, 4a-d, 5a-d, 6a-d</p>			<p>DIGITAL LITERACY</p>

FOUNDATIONAL SKILLS

DIBELS - TRC MOY – Dec.

Common Core Reading Foundational Skills [Scope](#) & [Sequence](#) Cycle 1 - [FS1](#), [FS2](#), [FS3](#), [FS4](#)

California ELD Standards Part III = Using Foundational Skills

INTEGRATED ENGLISH LANGUAGE DEVELOPMENT – Reinforced Across the Disciplines – Using CA ELD Standards as Guidance

In the context of learning content, students engage in meaningful collaborative, interpretive, and productive interactions with others and build awareness of how English works, based on discipline, topic, audience, task, and purpose.

Grade 4 ANCHOR TEXTS and SAMPLE LESSONS: Cycle 1 Lexile Ranges: Grade 4-5 (740-1010)

Grade 5 – Cycle 1: Sep 2 – Oct 31 **RELATIONSHIPS**

Oct 27-31
PA1

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WHAT STUDENTS SHOULD KNOW, UNDERSTAND, AND DO IN MULTIPLE DISCIPLINES (CONTENT AREAS)

DISCIPLINES (CONTENT)		LANGUAGE DEVELOPMENT		LITERACY SKILLS & UNDERSTANDINGS						
Science Standards	HSS Standards	Arts Standards	CA ELD Standards	Common Core ELA Standards		SBAC Expectations Gr 5				
<p>Teach 1 FOSS Program Module per Cycle</p> <p>All FOSS modules address Investigation & Experimentation: Set 6: 6a, 6b, 6c, 6d, 6e</p> <p>MIXTURES & SOLUTIONS</p> <p>Physical Science:</p> <p>Set 1: 1a, 1b, 1c, 1d, 1e, 1f, 1g, 1h, 1i</p> <p>LIVING SYSTEMS</p> <p>Life Science:</p> <p>Set 2: 2a, 2b, 2c, 2d, 2e, 2f, 2g</p> <p>WATER PLANET</p> <p>Earth Science:</p> <p>Set 4: 4a, 4b, 4c, 4d, 4e</p> <p>Set 5: 5a, 5b, 5c</p>	<p>Grade 5 Year's Topic:</p> <p>U.S. HISTORY & GEOGRAPHY: MAKING OF A NEW NATION</p> <p>Cycle 1:</p> <p>EXPLORATION, GEOGRAPHY</p> <p>5.1.1, 5.1.2, 5.1.3</p> <p>NATIVE AMERICANS</p> <p>5.2.1, 5.2.2, 5.2.3, 5.2.4</p> <p>5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6</p>	<p>Cycle 1:</p> <p>MUSIC</p> <p>TBD</p> <p>DANCE</p> <p>TBD</p> <p>THEATER</p> <p>TBD</p> <p>VISUAL ARTS</p> <p>TBD</p> <p>Sample Arts Performance Tasks</p>	<p><i>LAUSD is transitioning to the new California English Language Development Standards (CELDS).</i></p> <p><i>As this Curriculum map evolves, more specificity will be included regarding ELD instruction, both Integrated and Designated.</i></p> <p>CELDS Part I = Interacting in Meaningful Ways</p> <p>CELDS Part II = How English Works</p> <p>CELDS Part III = Using Foundational Skills</p>	<p>Read and analyze increasingly complex texts from a variety of sources.</p> <p>RL1, RL2, RL3, RL4, RL5, RL6, RL7, RL8, RL9</p> <p>RI1, RI2, RI3, RI4, RI5, RI6, RI7, RI8, RI9</p>		<p>READING SHORT & EXTENDED TEXTS</p>	<p>Periodic Assessment 1 NARRATIVE</p> <p>W3a, W3b, W3c, W3d, W3e</p> <p>L1a, L1b, L1c</p> <p>L2b (gr4), L2c, L2f (gr3)</p> <p>L3a, L6</p> <p>Students draw information from one or more sources, use a graphic organizer to collect ideas and evidence for writing, then draft and edit a written narrative.</p>			
				<p>LANGUAGE Scope & Sequence</p> <p>Cycle 1 - L1, L2, L3, L4, L5, L6</p>		<p>LANGUAGE</p>				
				<p>Question, discuss, retell, recount, paraphrase</p> <p>Learn technology tools and applications</p> <p>SL1, SL2, SL3, SL4, SL5, SL6, W8</p>		<p>SPEAKING & LISTENING</p>				
				<p>NARRATIVE</p> <p>W3a, W3b, W3c, W3d, L3a</p>		<p>INFORMATIVE - EXPLANATORY</p> <p>W2a, W2b, W2c, W2d, W9</p>		<p>WRITING & REVISING BRIEF TEXTS</p>		
				<p>NARRATIVE</p> <p>W3a-d, W4, W5, W8, W9</p>		<p>INFORMATIVE - EXPLANATORY</p> <p>W2a-d, W3b, W4, W5, W8, W9</p>		<p>COMPOSING FULL TEXTS</p>		
				<p>THEME INQUIRY & PRESENTATION</p> <p>RI1, RI6, RI7, RI9, W8, W1b, W6, W7, SL1, SL2, SL3, SL4</p>				<p>RESEARCH & INQUIRY</p>		
				<p>DIGITAL LITERACY</p> <p>ISTE Stds 1a-d, 2a-d, 3a-d, 4a-d, 5a-d, 6a-d</p>				<p>DIGITAL LITERACY</p>		

FOUNDATIONAL SKILLS

Common Core Reading Foundational Skills [Scope](#) & [Sequence](#) Cycle 1 - [FS1](#), [FS2](#), [FS3](#), [FS4](#)

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