

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

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## SAUSD Grade Level Curriculum Map

These curriculum maps are designed to address CCSS Literacy outcomes. The overarching focus for all curriculum maps is building student's content knowledge and literacy skills as they develop knowledge about the world.

1. Each unit provides several weeks of instruction. Each unit also includes formative and summative assessments.
2. Taken as a whole, this curriculum map is designed to give teachers recommendations and some concrete strategies to address the shifts required by CCSS.

**3. Note that the curriculum map addresses all components of ELA except for the “green section” of OCR/Language Arts.** Teachers should continue teaching the “the Green Section” as it is sequenced in Open Court Reading. Research (NRP) has shown that systematic phonics instruction produces significant benefits for students in kindergarten through 6th grade and Open Court Reading green section offers a systematic scope and sequence of phonics instruction.

**4. The selected texts in this curriculum map represent only one type of the reading that students must do to become proficient readers. A quality instructional program will include:**

- **Complex Text for Close Reading**, both informational and narrative (as addressed in this curriculum map)
- **Decodable Texts for Students** still building phonics skills (as addressed in OCR Green Section)
- **Reading at student's individual level to build fluency, vocabulary, and comprehension** (as addressed through workshop strategies, intervention or Accelerated Reader, etc.)

## Components

a. **CCSS Shifts:** reviews SAUSD's approach to the Common Core Literacy Shifts which guided the curriculum map.

b. **Year at a Glance:** provides a quick look into each unit of study. It includes the big idea, and essential questions, core complex texts chosen through close analysis and the performance task. (see further explanation of the criteria below). The amount of time spent for each unit is also included.

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

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b. **Narrative Overview:** describes the purpose for the unit, the connections with previous and subsequent units, standards addressed, and the unit anchor text(s).

c. **Curriculum Map:** *The Curriculum Map is presented by trimester. Each trimester includes:*

- **Unit Title:** These are either the title of the Open Court Unit itself, or when applicable, the SAUSD Common Core Unit of Study
- **Date range and number of weeks:** Includes the approximate dates when the unit will be taught and the estimated number of weeks classrooms will spend on the unit. The flexibility offered by a range of dates allows for teachers to use formative assessment and be responsive to the needs of students. In this vein, an estimated range of dates is conducive to supporting students in developing a deep understanding which promotes transfer of knowledge and skills to other contexts.
- **Performance Task:** The performance task is a culminating activity that allows students to apply the both content knowledge and literacy skills gained throughout the unit. It is a relevant and real-life application that involves reading, writing, and often presenting is tied the big idea and essential questions for the unit. The performance task might be collaborative or independent in nature. Teachers will make decisions about the strategies and scaffolds needed to support students in the task.
- **Big Ideas and Essential Questions:** The big idea for each unit is a statement describing the universal theme of the unit. The essential questions drive the inquiry around the big idea. The texts and tasks are aligned to the big idea and essential questions that students will explore throughout the unit.
- **Complex Texts:** We look at our Open Court selections in a new way. We will spend more time on key selections and have the option to use some other selections in flexible ways based on student needs. In the curriculum maps, text selections are identified **as anchor, standard, read-aloud, or optional** based on their centrality to the unit:
  - **Anchor Text:** These selections are central to the unit. They are complex and closely aligned to the big idea and essential questions of the unit. They provide multiple opportunities for teaching the qualitative aspects of text and the CCSS standards. Teachers will want to spend an extended period of time (up to 2 weeks) in order to teach these selections in depth. With each anchor text, students will closely read for a *variety of purposes to deeply explore the text*, engage in collaborative conversations surrounding the text, and write their own texts using the selection as a source. The anchor text presents many opportunities to address the CCSS literacy shifts as students build knowledge as they read, write, and speak about a complex text using academic language.

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

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- **Standard Texts:** These selections, while an important part of the unit, won't require the same depth of reading as the anchor texts. Teachers will want to spend about one week of instruction on these selections, to include: reading, asking and answering text dependent questions, and participating in collaborative conversations.
- **Read-Aloud Texts:** These selections link to the unit big idea and essential questions, but based on qualitative analysis and time constraints, it is suggested that these selection are read aloud to students so as to allow more time for anchor and standard texts. Although teachers will still ask text dependent questions and have students interact during the read aloud, this might be accomplished in one sitting and other extended activities aren't required. Read-aloud texts also provide opportunities for students to have access to texts that might otherwise be at their frustration reading level while simultaneously developing listening skills.
- **Optional Texts:** Though many of these selections have merit, they are optional in order to make more time for anchor and standard texts. Teachers may choose to skip these texts or use them in other flexible ways.
- **Content Standards:**When there are connections to History Social/Science or Science standards, those standards are indicated here. Though the unit concepts connect to these standards, additional instruction might be needed to fully address the content standards
- **CCSS Standards:**The Common Core Standards addressed in each unit for reading, writing, speaking and listening, and language are identified. These standards should be addressed through questioning and student tasks. Standards are “bundled” and not taught in isolation so they represent authentic experiences.
  - **Note:** the distinction between standards “across units” vs. “central to this unit”.Standards labeled “across units” are foundational to the CCSS shifts, and therefore are taught early and reinforced through the year.Standards central for this unit are the focus for that specific unit.
- **Cross-Content Real World Connection:**To provide relevance to students, as identified in the shifts and SAUSD Theoretical Framework, the cross-content, real world connections to the unit are indicated. The emphasis of learning is the application of knowledge to real world experiences. This gives purpose to learning, which is motivating to students.

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

## Common Core English Language Arts Shifts

<b>Building knowledge through content-rich nonfiction</b>	<p><b><i>SAUSD's approach emphasizes effective literacy instruction through the use of compelling topics that engage students in informational and literary texts. The texts are sequenced around a topic leading to the big idea and essential questions in order to provide a clear and explicit purpose for instruction.</i></b></p> <ul style="list-style-type: none"><li>• Curriculum includes a rich variety of texts, including literature, nonfiction, media, primary sources, visuals.</li><li>• Curriculum is based in part on what resources teachers likely already have, but also includes additional authentic texts needed to craft a coherent learning progression within and among grade levels.</li></ul>
<b>Reading, writing, and speaking grounded in evidence from text, both literary and informational</b>	<p><b><i>SAUSD's approach emphasizes working with evidence, including students self-assessing, learning to ask strong text-dependent strategic questions as they read. It emphasizes performance tasks that require students to cite textual evidence, to revise and reflect on their own writing as well as their peers' writing. It emphasizes students building expertise about a topic and often sharing that expertise with classmates or a wider audience.</i></b></p> <ul style="list-style-type: none"><li>• Throughout instruction, students are asked to return to the text through sequenced, rich, and rigorous evidence based questioning, discussions, and varied, engaging tasks.</li><li>• Students write routinely, including a balance of on-demand and process writing. Students will draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms.</li><li>• All end-of-unit performance tasks directly build on the reading students have been doing in the unit. Many are designed to build students' engagement by asking them to do a more real-world task.</li><li>• Performance tasks may include narratives, but emphasize informative and argumentative writing.</li></ul>
<b>Regular practice with complex text and its academic language</b>	<p><b><i>SAUSD's approach emphasizes active reading of complex texts by all students. Students will read a progression of complex texts and focus on building academic language and syntax in context.</i></b></p> <ul style="list-style-type: none"><li>• Texts are chosen to reflect a variety of factors: Lexile level, complexity of the topic/concept, the appropriateness of the text given the specific literacy standard or task.</li><li>• Texts cultivate students' interests, are relevant to their culture, and engage them in reading, writing, and speaking.</li><li>• Curriculum directly address supports for meeting the needs of a wide range of learners in order for every student to become a more proficient and independent reader.</li><li>• Curriculum emphasizes academic and domain specific vocabulary as well as other words ELLs or other struggling readers might not know</li><li>• Curriculum strongly emphasizes teaching students how to figure out words in context.</li><li>• Students are expected to do regular independent reading to build on concepts and ideas in each unit. Research shows that students must read a high volume of text at their reading level in order to build a strong vocabulary.</li></ul>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

## Year-at-a-Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<b>Unit 1:</b> <b>School</b>	4 weeks  Early September to Early October	<ul style="list-style-type: none"> <li>TSW introduce themselves to their classmates using an LP and talking stick.</li> </ul>	Facing new experiences can be both exciting and frightening.	<ol style="list-style-type: none"> <li>How did you feel on the first day of school?</li> <li>How can we make our class a nice place to come every day?</li> </ol>	<ul style="list-style-type: none"> <li>Chrysanthemum (Optional)</li> <li>Look Out Kinder, Here I Come! (Anchor)</li> <li>Boomer Goes to School (Standard)</li> <li>Brought a Worm (Optional)</li> </ul>
<b>Unit 2:</b> <b>Shadows</b>	4 Weeks  Early October to Late October	<ul style="list-style-type: none"> <li>TSW create shadows using light and surface.</li> </ul>	Shadows change.	<ol style="list-style-type: none"> <li>How do you make a shadow?</li> <li>What makes shadows change?</li> <li>Where can you find a shadow?</li> </ol>	<ul style="list-style-type: none"> <li>What Makes a Shadow? (Optional)</li> <li>Shadows(Read aloud)</li> <li>The Wolf and his Shadows (Optional)</li> <li>My Shadows(Standard)</li> <li>Nothing Sticks Like a Shadow(Standard)</li> </ul>
<b>Unit 3:</b> <b>CCSS Unit Working Together is Better</b>	4 Weeks Early November to Mid December	<ul style="list-style-type: none"> <li>Draw and write about what was learned about working together individually on a culminating mural.</li> </ul>	Working collaboratively helps us to build relationships and reach common goals.	<ol style="list-style-type: none"> <li>What are some common goals people of different cultures share? Why do people help others to survive?</li> <li>What are some common goals that the students in the classroom share?</li> <li>How can working together help us to achieve our goals?</li> </ol>	<ul style="list-style-type: none"> <li>Working Together: Wampanoag and Pilgrims (Anchor)</li> <li>ABC Best Thanksgiving (standard)</li> <li>Making Friends (standard)</li> <li>-</li> </ul>
<b>Unit 4:</b> <b>CCSS Unit Weather</b>	4 Weeks	<ul style="list-style-type: none"> <li>TSW create and present a meteorology report in collaborative groups.</li> </ul>	Weather happens in predictable patterns.	<ol style="list-style-type: none"> <li>How does weather impact our daily lives?</li> <li>How can we observe weather?</li> <li>How does weather change</li> </ol>	<ul style="list-style-type: none"> <li>Seasons and Weather (Anchor text)</li> <li>Can you see the Wind? (Optional)</li> </ul>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	Mid January To Mid February			over time?	<ul style="list-style-type: none"> <li>- What Happens when the Wind Blows (Anchor)</li> <li>- Gilberto and the Wind (Standard)</li> <li>- Wind Says Goodnight(Standard)</li> </ul>
<b>Unit 5:</b> <b>Stick to It</b>	4 Weeks Mid February to Mid March	<ul style="list-style-type: none"> <li>• TSW retell the story The Great Big Enormous Turnip through Readers Theater.</li> </ul>	Perseverance can lead to great rewards.	<ol style="list-style-type: none"> <li>1. What are examples of perseverance?</li> <li>2. Why is perseverance important?</li> <li>3. How of people of long ago show perseverance?</li> <li>4. How do difference people show perseverance?</li> </ol>	<ul style="list-style-type: none"> <li>- Bunny Cakes (Optional)</li> <li>- The Great Enormous Turnip (Anchor)</li> <li>- Tillie and the Wall(Standard)</li> <li>- Wanda’s Roses (Optional)</li> </ul>
<b>Unit 6:</b> <b>Red, White, and Blue</b>	4 Weeks  Mid March To Mid April	<ul style="list-style-type: none"> <li>• TSW work in pairs to create a symbol that represents the classroom.</li> </ul>	Patriotism is love and loyalty to our country.	<ol style="list-style-type: none"> <li>1. How do we show our patriotism?</li> <li>2. Why are symbols to be considered to be our country?</li> </ol>	<ul style="list-style-type: none"> <li>- A Flag For Our Country (Optional)</li> <li>- Patriotism (Anchor)</li> <li>- America the Beautiful(Standard)</li> <li>- Hats Off for the 4<sup>th</sup> of July(Standard)</li> <li>- American Wei (Optional)</li> </ul>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

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<p><b>Unit 7:</b></p> <p><b>Team Work</b></p> <p><b>Common Core</b></p>	<p>4 Weeks</p> <p>Mid April To Mid May</p>	<p>Perform Little Red Hen opera</p>	<p>It's easier to get the job done when we work together.</p>	<ol style="list-style-type: none"> <li>1. How does working together get the job done?</li> <li>2. How is our classroom a team?</li> <li>3. How do we work together in our class?</li> <li>4. How are teams built or made?</li> </ol>	<ul style="list-style-type: none"> <li>- Little Red Hen (Anchor)</li> <li>- "From Wheat to the Table" (Anchor)</li> <li>- Team Time (optional)</li> <li>- Swimmy (optional)</li> <li>- Cleaning Up the Block (optional)</li> </ul>
<p><b>Unit 8:</b></p> <p><b>Ocean</b></p>	<p>4 Weeks</p> <p>Mid May To Mid June</p>	<p>TSW participate in making a class mural of ocean life.</p>	<p>Investigate the ocean and the life that inhabits it.</p>	<ol style="list-style-type: none"> <li>1. How do animals survive in the ocean?</li> <li>2. How would you feel if you were and ocean animal?</li> <li>3. Why would people want to live by the ocean.</li> </ol>	<ul style="list-style-type: none"> <li>- A Walk By the Sea (Optional)</li> <li>- The Ocean (Anchor)</li> <li>- Humphrey the Lost Whale(Standard)</li> <li>- Hello Ocean(Read Aloud)</li> </ul>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

## Narrative Overview

<p>Grade: Unit 1</p>	<p><b>K</b></p> <p><b>School:</b> In this Open Court Reading unit, students explore the first days of school as well as their first formal introduction to books. Every day they are introduced to new roles and routines associated with being a student and working together in a classroom setting. Students have the opportunity to reflect on a theme that is pertinent to their lives and learn new ways to interact within large and small groups.</p> <p><b>Key Standards:</b> RL.1, RL.2, RI.3, RL.4, RL.5, RL.6, RL.7, RL.10a, 10.b, 10.c, RFS.1.a, 1.b, 1.c, 1.d, RFS.2a, RFS.3.c, RFS.4, KW.2, KW.6, SL.1.a, 1.b, SL.2.a, SL.3, SL.4, L.1.a, 1.b, 1.c, 1.d, 1.e, 1.f, L.4.a,4.b. L.5.a, L.6, 1A.1, Part 1A.2, Part 1A.3, Part 1B.5, Part 1B.6,Part 1B.7</p> <p><b>Builds on Prior Knowledge:</b> Pre-school possibilities</p> <p><b>Anchor Text:</b> <u>Look Out Kindergarten, Here I Come!</u></p> <p><b>Standard Text:</b> Chrysanthemum, Boomer Goes to School</p>
<p>Unit 2</p>	<p><b>Shadows:</b> Shadows hold a powerful fascination for young children. In this Open Court Reading unit, the goal is to engage students in reading, thinking, and actively investigating this topic. By the end of the unit, students should have sharpened their questions about shadows and deepened their understanding about them. Students will have a preliminary sense of what scientific inquiry involves.</p> <p><b>Key Standards:</b> RL.1, RL.2, RI.3, RL.4, RL.5, RL.6, RL.7, RL.10a, 10.b, 10.c, RI.1, RI.2., RI.3,RI.4.RI.5., RI.10a, 10.b, RFS.1.a, 1.b, 1.c, 1.d, RFS.2a, RFS.3.c, RFS.4, KW.2, KW.6, SL.1.a, 1.b, SL.2.a, SL.3, SL.4, L.1.a, 1.b, 1.c, 1.d, 1.e, 1.f, L.4.a,4.b. L.5.a, L.6, Part 1A.1, Part 1A.2, Part 1A.3, Part 1B.5, Part 1B.6,Part 1B.7</p> <p><b>Builds on Prior Knowledge:</b> Science exploration experience</p> <p><b>Anchor Texts:</b> <u>Shadows</u></p> <p><b>Standard Texts:</b>My Shadows, Bears Shadow</p>
<p>Unit 3</p>	<p><i>Common Core Unit:</i><b>Working Together is Better</b> Students will learn that working collaboratively helps them build relationships and reach common goals. In this Common Core unit, students will gain an understanding of this big idea by reading informational text about the Wampanoag and Pilgrims. Students will learn about the common goals shared by different cultures and how they reached these goals by working together. By learning from the past, students can relate this to how they work together in the classroom.</p>



# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<p><b>Key Standards:</b> RL.1, RL.2, RI.3, RL.4, RL.5, RL.6, RL.7, RL.10a, 10.b, 10.c, RI.1, RI.2., RI.3., RI.4., RI.5., RI.10a, 10.b, RFS.1.a., 1.b, 1.c., 1.d., RFS.2a., RFS.3.c., RFS.4, KW.2, KW.6, SL.1.a., 1.b., SL.2.a., SL.3, SL.4, SL.5, SL.6, L.1.a, 1.b., 1.c., 1.d., 1.e., 1.f., L.4.a,4.b. L.5.a, L.6, Part 1A.1., Part 1A.2., Part 1A.3, Part 1B.5, Part 1B.6,Part 1B.7, Part 1C.11</p> <p><b>Builds on Prior Knowledge:</b> School Rules</p> <p><b>Anchor Texts; <u>Working Together: Wampanoag and Pilgrims;</u></b></p> <p><b>Standard Texts:</b> ABC Best Thanksgiving; “Making Friends”</p>
Unit 4	<p><i>Common Core Unit: <b>Seasons and Weather</b></i></p> <p>In this unit, students will learn about different weather and the predictability of its occurrence in the changing seasons. Students will explore how weather impacts their daily lives and observe its patterns.</p> <p><b>Key Standards:</b> RL.1, RL.2, RI.3, RL.4, RL.5, RL.6, RL.7, RL.10a, 10.b., 10.c., RI.1, RI.2., RI.3., RI.4., RI.5.,RI.6, RI.7., RI.8., RI.9., RI.10a, 10.b, RFS.1.a, 1.b, 1.c., 1.d., RFS.2a., 2.b., 2.c., 2.d., 2.e., RFS.3.a, 3.b., 3.c., RFS.4, KW.1., KW.5., KW.6.,, KW.7., KW.8., SL.1.a., 1.b., SL.2.a., SL.3, SL.4, SL.5, SL.6, L.1.a, 1.b., 1.c., 1.d., 1.e., 1.f., L.4.a,4.b. L.5.a, L.6, Part 1A.1., Part 1A.2., Part 1A.3, Part 1B.5, Part 1B.6,Part 1B.7, Part 1C.11</p> <p><b>Builds on Prior Knowledge:</b> Science Investigation</p> <p><b>Anchor Texts:</b><u>Seasons and Weather, Investigating the Seasons, Wind Says Goodnight</u></p>
Unit 5	<p><b>Stick to It</b></p> <p>In this unit, students will explore the concepts of perseverance through the worlds of the story characters. They will discuss the importance of satisfaction of sticking to something. Students will reflect and make connections to their personnel experiences on how they persisted in their lives.</p> <p><b>Key Standards:</b> RL.1, RL.2, RI.3, RL.4, RL.5, RL.6, RL.7, RL.10a, 10.b., 10.c.,RFS.1.a., 1.b, 1.c., 1.d., RFS.2a., 2.b., 2.c., 2.d., 2.e., RFS.3.a, 3.b., 3.c., RFS.4, KW.1., KW.5., KW.6.,, KW.7., KW.8., SL.1.a, 1.b., SL.2.a., SL.3, SL.4, SL.5, SL.6, L.1.a, 1.b., 1.c., 1.d., 1.e., 1.f., L.4.a,4.b. L.5.a, L.6, Part 1A.1., Part 1A.2., Part 1A.3, Part 1B.5, Part 1B.6, Part 1B.7, Part 1C.11, Part 1C.12</p> <p><b>Builds on Prior Knowledge:</b> Working Together</p> <p><b>Anchor Texts:</b><u>The Great Big Enormous Turnip</u></p> <p><b>Standard Texts:</b>Tillie and the Wall</p>
Unit 6	<p><b>Red, White, and Blue</b></p> <p>In this unit, students will begin to learn about the country they live in and will be encouraged to explore patriotism and what it stands for. Students will be provided experiences to explore and reach their own conclusions about the difficult concept of Patriotism. Students will examine history, ways to show patriotism, the importance of national symbols, and the meaning of being a good citizen.</p>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<p><b>Key Standards:</b> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.10a., 10.b., 10.c., RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.8, RI.9, RI.10a., 10.b., RFS.1.a., 1.b, 1.c., 1.d., RFS.2a., 2.b., 2.c., 2.d., 2.e., RFS.3.a., 3.b., 3.c., RFS.4, KW.1., KW.5., KW.6., KW.7., KW.8., SL.1.a., 1.b., SL.2.a., SL.3, SL.4, SL.5, SL.6, L.1.a., 1.b., 1.c., 1.d., 1.e., 1.f., L.4.a., 4.b. L.5.a, L.6, Part 1A.1., Part 1A.2., Part 1A.3, Part 1B.5, Part 1B.6, Part 1B.7, Part 1C.11, Part 1C.12</p> <p><b>Builds on Prior Knowledge:</b> Working Together, Rules, Sharing, Pride, Citizenship</p> <p><b>Anchor Texts:</b> <u>Patriotism</u></p> <p><b>Standard Texts:</b> America the Beautiful, Hats Off for the 4<sup>th</sup> of July</p>
Unit 7	<p><b>Common Core Unit: Little Red Hen from Wheat to Table</b></p> <p>In this Common Core – ELA unit of study, students will learn that working as a team helps to accomplish goals. By exploring both narrative and informational texts, students will learn about the process of making bread, beginning with a grain of wheat. Through collaborative activities, hands on experiences, drama and music, students will have a deeper knowledge of the theme. This domain will also lay the foundation for review and extended learning of equal rights in later grades.</p> <p><b>Key Standards:</b> RL.1, RL.2, RL.3, RL.4, RL.5, RL.6, RL.7, RL.10a., 10.b., 10.c., RFS.1.a., 1.b, 1.c., 1.d., RFS.2a., 2.b., 2.c., 2.d., 2.e., RFS.3.a., 3.b., 3.c., 3.d., RFS.4, KW.3., KW.5., KW.6., KW.7., KW.8., SL.1.a., 1.b., SL.2.a., SL.3, SL.4, SL.5, SL.6, L.1.a., 1.b., 1.c., 1.d., 1.e., 1.f., L.4.a., 4.b. L.5.a, L.6, Part 1A.1., Part 1A.2., Part 1A.3, Part 1B.5, Part 1B.6, Part 1B.7, Part 1B.8 , Part 1C.9</p> <p><b>Builds on Prior Knowledge:</b> Working Collaboratively, Sharing, Investigation</p> <p><b>Anchor Texts:</b> <u>Little Red Hen, From Wheat to the Table</u></p>
Unit 8	<p><b>By The Sea</b></p> <p>In this Open Court unit, students will be introduced to oceans and the life that inhabits them. They will begin to understand how oceans affect their lives and the lives of others. Since this unit focuses on a science topic, most reading selections are informational texts. As with the Shadows and Wind units, students will learn about the scientific process and will gain motivation to explore the subject through investigation.</p> <p><b>Key Standards:</b> RI.1, RI.2, RI.3, RI.4, RI.5, RI.6, RI.7, RI.8, RI.9, RI.10a., 10.b., RFS.1.a., 1.b, 1.c., 1.d., RFS.2a., 2.b., 2.c., 2.d., 2.e., RFS.3.a., 3.b., 3.c., RFS.4, KW.3., KW.5., KW.6., KW.7., KW.8., SL.1.a., 1.b., SL.2.a., SL.3, SL.4, SL.5, SL.6, L.1.a., 1.b., 1.c., 1.d., 1.e., 1.f., L.4.a., 4.b. L.5.a, L.6, Part 1A.1., Part 1A.2., Part 1A.3, Part 1B.5, Part 1B.6, Part 1B.7, Part 1B.8 , Part 1C.9 , Part 1C.10</p> <p><b>Builds on Prior Knowledge:</b> Animals, Scientific Investigation</p> <p><b>Anchor Texts:</b> <u>The Ocean</u></p> <p><b>Standard Texts:</b> Humphrey the Lost Whale, Hello Ocean</p>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

## First Trimester

	<b>UNIT 1</b> 4 weeks Early Sep - Early October	<b>UNIT 2</b> 4 weeks Early Oct. - Late Oct.	<b>UNIT 3</b> 4 weeks Early Nov. - Mid. Dec.
<b>District Assessments</b>		<b>RESULTS (10/1 - 10/11/13)</b>  <b>DIBELS (10/1- 10/11/13) only pilot schools</b>	<b>Writing Proficiency #1 (11/4- 11/6/13)</b>
<b>TITLE</b>	<b>School</b>	<b>Shadows</b>	<b>Common Core: Working Together:</b>
<b>END OF UNIT PERFORMANCE TASK</b>	Introduce themselves to their classmates using an LP and talking stick.	Create shadows using light and surface.	Draw and write about what was learned about working together individually on a culminating mural.
<b>BIG IDEAS AND ESSENTIAL QUESTION</b>	<b>Big Idea:</b> Facing new experiences can be both exciting and frightening.  <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How can school be exciting?</li> <li>How can school be frightening?</li> <li>How can we make our class a nice place to come every day?</li> </ol>	<b>Big Idea:</b> Shadows change.  <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>How do you make a shadow?</li> <li>What makes shadows change?</li> <li>Where can you find a shadow?</li> </ol>	<b>Big Idea:</b> Working collaboratively helps us to build relationships and reach common goals.  <b>Essential Questions:</b> <ol style="list-style-type: none"> <li>What are some common goals people of different cultures share? Why do people help others to survive?</li> <li>What are some common goals that the students in the classroom share?</li> <li>How can working together help us to achieve our goals?</li> </ol>
<b>COMPLEX TEXTS</b>	<ol style="list-style-type: none"> <li>Chrysanthemum (Optional)</li> <li><b>Look Out Kinder, Here I Come! (Anchor)</b></li> <li>Boomer Goes to School (Standard)</li> <li>Brought a Worm (Optional)</li> </ol>	<ol style="list-style-type: none"> <li>What Makes a Shadow? (Optional)</li> <li>Bears Shadow (Standard)</li> <li><b>Shadows (Anchor)</b></li> <li>The Wolf and his Shadows (Optional)</li> <li>My Shadows (Standard)</li> <li>Nothing Sticks Like a Shadow (Optional)</li> </ol>	<ol style="list-style-type: none"> <li>ABC Best Thanksgiving (digital)</li> <li><b>Working Together: Wampanoag and Pilgrims (Anchor)</b></li> <li>"Making Friends" Poem OCR</li> </ol>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<b>UNIT 1</b> 4 weeks Early Sep - Early October	<b>UNIT 2</b> 4 weeks Early Oct. – Late Oct.	<b>UNIT 3</b> 4 weeks Early Nov. – Mid. Dec.
<b>CONTENT STANDARDS</b>	<b>Social Science</b> <b>K.1</b> Students understand that being a good citizen involves acting in certain ways. <b>K.1.1</b> Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	<b>Science</b> <b>K.2</b> Different types of plants and animals inhabit the earth. As a basis for understanding this concept: b. Students know stories sometimes give plants and animals attributes they do not really have. <b>K.4</b> Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will: <b>b.</b> Describe the properties of common objects. <b>c.</b> Describe the relative position of objects by using one reference (e.g., above or below). <b>e.</b> Communicate observations orally and through drawings.	<b>Social Science</b> <b>K.1</b> Students understand that being a good citizen involves acting in certain ways. <b>K.1.1</b> Follow rules <b>K.1.2</b> Learn examples of honesty, courage, determination, individual responsibility <b>K.1.3</b> Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions. <b>K.3</b> Match simple descriptions of work that people did ...from historical accounts. <b>K.4</b> Compare and contrast the locations of people, places, and environments and describe their characteristics. <b>K.4.1</b> Determine locations of objects using near/far, left/right, and behind/in front. <b>K.6</b> Understand that history relates to events, people, and places of other times. <b>K.6.1</b> Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving). <b>K.6.2</b> Know the triumphs in American legends and historical accounts through the stories of such people as Squanto (Pilgrims and Indians). <b>K.6.3</b> Understand how people lived in earlier times and how their lives would be different today.
<b>READING STANDARDS ACROSS UNITS</b>	RL.1 Ask/answer questions/ key details; <b>RL.2 Retell familiar stories; RL.3. Characters, settings, and major events;</b> RL.4. Ask/answer questions-unknown words; RL.5. Recognize common types of texts; RL.10 Group reading activities a. Activate prior knowledge, <b>b. Make predictions,</b> c. Confirm predictions		

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<b>UNIT 1</b> 4 weeks Early Sep - Early October	<b>UNIT 2</b> 4 weeks Early Oct. – Late Oct.	<b>UNIT 3</b> 4 weeks Early Nov. – Mid. Dec.
<b>READING STANDARDS CENTRAL TO THIS UNIT</b>	RL.1 Ask/answer questions/ key details <b>RL.2 Retell familiar stories</b> <b>RL.3. Characters, settings, and major events</b> RL.4. Ask/answer questions-unknown words RL.5. Recognize common types of texts RL.6. Name the author/ illustrator & role RL.7. Relationship b/w illustrations and story RL.10 Group reading activities a. Activate prior knowledge <b>b. Make predictions</b> c. Confirm predictions	RL.1 Ask/answer questions/ key details <b>RL.2 Retell familiar stories</b> <b>RL.3. Characters, settings, and major events</b> RL.4. Ask/answer questions-unknown words RL.5. Recognize common types of texts RL.6. Name the author/ illustrator & role RL.7. Relationship b/w illustrations and story RL.10 Group reading activities a. Activate prior knowledge <b>b. Make predictions</b> c. Confirm predictions RI.1 Ask/answer questions RI.2. Main topic and key details RI.3. Connections b/w individuals/events/information RI.4. Ask/answer questions -unknown words RI.5. Front & back cover, title page RI.10 Group reading activities a. Prior knowledge <b>b. Make predictions</b>	RL.1 Ask/answer questions/ key details <b>RL.2 Retell familiar stories</b> <b>RL.3. Characters, settings, and major events</b> RL.4. Ask/answer questions-unknown words RL.5. Recognize common types of texts RL.10 Group reading activities a. Activate prior knowledge <b>b. Make predictions</b> c. Confirm predictions RI.1 Ask/answer questions RI.2. Main topic and key details RI.3. Connections b/w individuals/events/information RI.4. Ask/answer questions -unknown words RI.5. front & back cover, title page RI.9. Identify similarities in and differences in two texts RI.10 Group reading activities a. Prior knowledge <b>b. Make predictions</b>
<b>READING FOUNDATIONAL STANDARDS ACROSS UNITS</b>	<b>RFS.1 Print Concepts ; RFS.2 Phonological Awareness; RFS.3 Phonics and Word Recognition; RFS.4 Fluency</b> (OCR Scope and Sequence )		

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<b>UNIT 1</b> 4 weeks Early Sep - Early October	<b>UNIT 2</b> 4 weeks Early Oct. – Late Oct.	<b>UNIT 3</b> 4 weeks Early Nov. – Mid. Dec.
<b>READING                      FOUNDATIONAL                      STANDARDS                      CENTRAL TO                      THIS UNIT</b>	RFS.1 Print Concepts 1. Understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom and page to page.</li> <li>b. Spoken words are represented in written language.</li> <li>c. Understand that words are separated by spaces.</li> <li><b>d. Recognize and name all upper /lowercase letters of the alphabet.</b></li> </ol> RFS.2 Phonological Awareness <ol style="list-style-type: none"> <li>a. <b>Recognize and produce rhyming words.</b></li> </ol> RFS.3 Phonics and Word Recognition <ol style="list-style-type: none"> <li><b>c. Read common high frequency words.</b></li> </ol> RFS.4 Fluency Read emergent-reader texts with purpose and understanding.	RFS.1 Print Concepts 1. Understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom and page to page.</li> <li>b. Spoken words are represented in written language.</li> <li>c. Understand that words are separated by spaces.</li> <li><b>d. Recognize and name all upper /lowercase letters of the alphabet.</b></li> </ol> RFS.2 Phonological Awareness <ol style="list-style-type: none"> <li>a. <b>Recognize and produce rhyming words.</b></li> <li><b>b. Count, pronounce, blend and segment syllables in spoken words.</b></li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds in cvc words.</li> </ol> RFS.3 Phonics and Word Recognition <ol style="list-style-type: none"> <li><b>c. Read common high frequency words.</b></li> </ol> RFS.4 Fluency Read emergent-reader texts with purpose and understanding.	RFS.1 Print Concepts 1. Understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom and page to page.</li> <li>b. Spoken words are represented in written language.</li> <li>c. Understand that words are separated by spaces.</li> <li><b>d. Recognize and name all upper /lowercase letters of the alphabet.</b></li> </ol> RFS.2 Phonological Awareness <ol style="list-style-type: none"> <li>a. <b>Recognize and produce rhyming words.</b></li> <li><b>b. Count, pronounce, blend and segment syllables in spoken words.</b></li> <li><b>c. Blend and segment onsets and rimes of single syllable spoken words.</b></li> <li>d. Isolate and pronounce the initial, medial vowel, and final sounds in cvc words.</li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ol> RFS.3 Phonics and Word Recognition <ol style="list-style-type: none"> <li><b>c. Read common high frequency words.</b></li> </ol> RFS.4 Fluency Read emergent-reader texts with purpose and understanding.

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<b>UNIT 1</b> 4 weeks Early Sep - Early October	<b>UNIT 2</b> 4 weeks Early Oct. – Late Oct.	<b>UNIT 3</b> 4 weeks Early Nov. – Mid. Dec.
<b>WRITING STANDARDS ACROSS UNITS</b>	K.W.6 Production and Distribution of Writing (Utilizing Technology)		
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	K.W.2 Informative/Explanatory Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic. K.W.6 Production and Distribution of Writing (Utilizing Technology)	K.W.2 Informative/Explanatory Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic. K.W.5 Production and Distribution of Writing (Adding Details) K.W.6 Production and Distribution of Writing (Utilizing Technology)	K.W.2 Informative/Explanatory Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic. K.W.5 Production and Distribution of Writing (Adding Details) K.W.6 Production and Distribution of Writing (Utilizing Technology)
<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	SL.1 Participate in collaborative conversations; <b>SL.2. Ask &amp; answer key ideas/details; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events</b>		
<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges <b>SL.2. Ask &amp; answer key ideas/details</b> a. 1- 2-step oral directions <b>SL.3. Ask/answer questions for help/inform.</b> <b>SL.4. Describe people, places, things, events</b>	SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges <b>SL.2. Ask &amp; answer key ideas/details</b> a. 1- 2-step oral directions <b>SL.3. Ask/answer questions for help/inform.</b> <b>SL.4. Describe people, places, things, events</b>	SL.1. Participate in collaborative conversations a. Follow discussion rules b. Multiple exchanges <b>SL.2. Ask &amp; answer key ideas/details</b> a. 1- 2-step oral directions <b>SL.3. Ask/answer questions for help/inform.</b> <b>SL.4. Describe people, places, things, events</b> SL.5. Add drawings/visuals to descriptions SL.6. Speak audibly to express ideas

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<b>UNIT 1</b> 4 weeks Early Sep - Early October	<b>UNIT 2</b> 4 weeks Early Oct. – Late Oct.	<b>UNIT 3</b> 4 weeks Early Nov. – Mid. Dec.
LANGUAGE STANDARDS IN EACH UNIT	L.1. Grammar and usage <b>a. Print all upper/lowercase</b> , b. Use nouns & verbs, c. Form regular plural nouns, d. Use question words, e. Use prepositions, <b>f. Produce/expand complete sentences</b> ; L.4. Clarify meaning of unknown/multi-meaning words, a. Identify new meanings for familiar words, b. Use inflections & affixes; L.5. Explore word relationships/nuances, a. Sort words in categories; L.6 Use acquired words/phrases		
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns d. Use question words e. Use prepositions f. Produce/expand complete sentences L.4. Clarify meaning of unknown/multi-meaning words a. Identify new meanings for familiar words b. Use inflections & affixes? L.5. Explore word relationships/nuances a. Sort words in categories L.6 Use acquired words/phrases	L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns d. Use question words e. Use prepositions f. Produce/expand complete sentences L.4. Clarify meaning of unknown/multi-meaning words a. Identify new meanings for familiar words b. Use inflections & affixes? L.5. Explore word relationships/nuances a. Sort words in categories L.6 Use acquired words/phrases	L.1. Grammar and usage a. Print all upper/lowercase b. Use nouns & verbs c. Form regular plural nouns d. Use question words e. Use prepositions f. Produce/expand complete sentences L.4. Clarify meaning of unknown/multi-meaning words a. Identify new meanings for familiar words b. Use inflections & affixes L.5. Explore word relationships/nuances a. Sort words in categories L.6 Use acquired words/phrases
ELD STANDARDS CENTRAL TO THIS UNIT	Part 1A.1 Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics. Part 1A.2 Interacting with others in written English in various forms. Part 1A.3 Offering and supporting opinions and negotiating with others in communicative exchanges. Part 1B.5 Listening actively to spoken English in a range of social and academic contexts. Part 1B.6 Reading closely literary and	Part 1A.1 Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics. Part 1A.2 Interacting with others in written English in various forms. Part 1A.3 Offering and supporting opinions and negotiating with others in communicative exchanges. Part 1B.5 Listening actively to spoken English in a range of social and academic contexts. Part 1B.6 Reading closely literary and	Part 1A.1 Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics. Part 1A.2 Interacting with others in written English in various forms. Part 1A.3 Offering and supporting opinions and negotiating with others in communicative exchanges. Part 1B.5 Listening actively to spoken English in a range of social and academic contexts. Part 1B.6 Reading closely literary and informational texts and viewing multi-media to determine how meaning is conveyed explicitly



# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<b>UNIT 1</b> 4 weeks Early Sep - Early October	<b>UNIT 2</b> 4 weeks Early Oct. – Late Oct.	<b>UNIT 3</b> 4 weeks Early Nov. – Mid. Dec.
	informational texts and viewing multi-media to determine how meaning is conveyed explicitly and implicitly through language. Part 1B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose audience, topic, and content area.	informational texts and viewing multi-media to determine how meaning is conveyed explicitly and implicitly through language. Part 1B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose audience, topic, and content area.	and implicitly through language. Part 1B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose audience, topic, and content area. Part 1C.11 Supporting own opinions and evaluating others opinions in speaking and writing.
<b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b>	First Experiences	Science (Investigation)	Social Studies

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

## Second Trimester

	<b>UNIT 4</b> 4 weeks Mid- January – Mid- February	<b>UNIT 5</b> 4 weeks Mid. February – Mid. March	<b>UNIT 6</b> 4 weeks Mid. March – Mid. April
<b>District Assessments</b>	<b>RESULTS (1/27- 2/7/14)</b>  <b>DIBELS (1/27- 2/7/14)</b> <i>pilot schools only</i>	<b>Writing proficiency #2 ( 2/24- 2/28/14)</b>  <b>ADEPT (3/3- 3/12/14)</b>	
<b>TITLE</b>	<b>Seasons &amp;Weather</b>	<b>Stick to It</b>	<b>Red, White, and Blue</b>
<b>END OF UNIT PERFORMANCE TASK</b>	TSW Create and present a meteorology report in collaborative groups.	TSW Retell the story The Great Big Enormous Turnip through Reader's Theater.	TSW work in pairs to create a symbol that represents the classroom.
<b>BIG IDEAS AND ESSENTIAL QUESTION</b>	<b>Big Idea:</b> Weather happens in predictable patterns. <b>Essential Questions:</b> 1. How does weather impact our daily lives? 2. How can we observe weather? 3. How does weather change over time?	<b>Big Idea:</b> Perseverance can lead to great rewards. <b>Essential Questions:</b> 5. What are examples of perseverance? 6. Why is perseverance important?	<b>Big Idea:</b> Patriotism is love and loyalty to our country. <b>Essential Questions:</b> 1. How do we show our patriotism? 2. Why are the symbols of our country important?
<b>COMPLEX TEXTS</b>	1. Can you see the Wind? (Optional) 2. <b>What Happens when the Wind Blows (Anchor)</b> 3. <b>Investigating the Seasons (Anchor)</b> 4. <b>Wind Says Goodnight (Anchor)</b> 5. Gilberto and the Wind (Optional)	1. Bunny Cakes (Optional) 2. <b>The Great Enormous Turnip (Anchor)</b> 3. Tillie and the Wall (Standard) 4. Wanda's Roses (Optional)	1. A Flag For Our Country (Optional) 2. <b>Patriotism (Anchor)</b> 3. America the Beautiful (Standard) 4. Hats Off for the 4th of July (Standard) 5. American Wei (Optional)
<b>CONTENT STANDARDS</b>	<b>Science</b> <b>K.3.b</b> Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants. <b>K.4.a</b> Observe common objects by using the five senses.	<b>Social Science</b> <b>K.1.3</b> Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	<b>Social Science</b> <b>K.1.2</b> Learn examples of honesty, courage, determination, and patriot-ism in American <b>K.2</b> Students recognize national and state symbols and icons such as the national

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<p><b>K.4.b</b> Describe the properties of common objects.</p> <p><b>K.4.c</b> Describe the relative position of objects by using one reference (e.g., above or below).</p> <p><b>K.4.d</b> Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).          e. Communicate observations orally and through drawings.</p>		<p>and state flags, the bald eagle, and the Statue of Liberty.</p> <p><b>K.6.1</b> Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p>
<p><b>READING STANDARDS ACROSS UNITS</b></p>	<p>RL.1 Ask/answer questions/ key details;<b>RL.2 Retell familiar stories; RL.3. Characters, settings, and major events;</b> RL.4. Ask/answer questions-unknown words; RL.5. Recognize common types of texts; RL.10 Group reading activities a. Activate prior knowledge, <b>b. Make predictions</b>, c. Confirm predictions</p>		
<p><b>READING STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>RL.1 Ask/answer questions/ key details  <b>RL.2 Retell familiar stories</b>  <b>RL.3. Characters, settings, and major events</b>          RL.4. Ask/answer questions-unknown words          RL.5. Recognize common types of texts          RL.6. Name the author/ illustrator &amp; role          RL.7. Relationship b/w illustrations and story          RL.10 Group reading activities          a. Activate prior knowledge  <b>b. Make predictions</b>          b. Confirm predictions          RI.1 Ask/answer questions          RI.2. Main topic and key details          RI.3. Connections b/w individuals/events/information          RI.4. Ask/answer questions -unknown words</p>	<p>RL.1 Ask/answer questions/ key details  <b>RL.2 Retell familiar stories</b>  <b>RL.3. Characters, settings, and major events</b>          RL.4. Ask/answer questions-unknown words          RL.5. Recognize common types of texts          RL.6. Name the author/ illustrator &amp; role          RL.7. Relationship b/w illustrations and story          RL.10 Group reading activities          a. Activate prior knowledge  <b>b. Make predictions</b>          b. Confirm predictions          RI.1 Ask/answer questions          RI.2. Main topic and key details          RI.3. Connections b/w individuals/events/information</p>	<p>RI.1 Ask/answer questions          RI.2. Main topic and key details          RI.3. Connections b/w individuals/events/information          RI.4. Ask/answer questions -unknown words          RI.6. Name the author/ illustrator &amp; role          RI.7. Relationship b/w illustrations and text          RI.8. Identify reasons that support points in text          RI.5. front &amp; back cover, title page          RI.10 Group reading activities          a. Prior knowledge  <b>b. Make predictions</b></p>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<p>RI.5. front &amp; back cover, title page            RI.6. Name the author/ illustrator &amp; role            RI.7. Relationship b/w illustrations and text            RI.8. Identify reasons that support points in text            RI.9. Identify similarities in and differences in two texts            RI.10 Group reading activities            a. Prior knowledge  <b>b. Make predictions</b></p>	<p>RI.4. Ask/answer questions -unknown words            RI.6. Name the author/ illustrator &amp; role            RI.7. Relationship b/w illustrations and text            RI.8. Identify reasons that support points in text            RI.5. front &amp; back cover, title page            RI.10 Group reading activities            a. Prior knowledge  <b>b. Make predictions</b></p>	
<p><b>READING FOUNDATIONAL STANDARDS IN EACH UNIT (OCR Scope and Sequence )</b></p>	<p>RFS.1 Print Concepts ; RFS.2 Phonological Awareness; RFS.3 Phonics and Word Recognition; RFS.4 Fluency</p>		
<p><b>READING FOUNDATIONAL STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>RFS.1 Print Concepts            1. Understanding of the organization and basic features of print.            a. Follow words from left to right, top to bottom and page to page.            b. Spoken words are represented in written language.            c. Understand that words are separated by spaces.  <b>d. Recognize and name all upper /lowercase letters of the alphabet.</b>            RFS.2 Phonological Awareness  <b>a. Recognize and produce rhyming words.</b>  <b>b. Count, pronounce, blend and segment syllables in spoken words.</b>  <b>c. Blend and segment onsets</b></p>	<p>RFS.1 Print Concepts            1. Understanding of the organization and basic features of print.            a. Follow words from left to right, top to bottom and page to page.            b. Spoken words are represented in written language.            c. Understand that words are separated by spaces.  <b>d. Recognize and name all upper /lowercase letters of the alphabet.</b>            RFS.2 Phonological Awareness  <b>a. Recognize and produce rhyming words.</b>  <b>b. Count, pronounce, blend and segment syllables in spoken words.</b>  <b>c. Blend and segment onsets and</b></p>	<p>RFS.1 Print Concepts            1. Understanding of the organization and basic features of print.            a. Follow words from left to right, top to bottom and page to page.            b. Spoken words are represented in written language.            c. Understand that words are separated by spaces.  <b>d. Recognize and name all upper /lowercase letters of the alphabet.</b>            RFS.2 Phonological Awareness  <b>a. Recognize and produce rhyming words.</b>  <b>b. Count, pronounce, blend and segment syllables in spoken words.</b>  <b>c. Blend and segment onsets and</b></p>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<p><b>and rimes of single syllable spoken words.</b></p> <p><b>d. Isolate and pronounce the initial, medial vowel, and final sounds in cvc words.</b></p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RFS.3 Phonics and Word Recognition</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short vowel sounds with the common spellings for the vowels.</p> <p>c. <b>Read common high frequency words.</b></p> <p>RFS.4 Fluency</p> <p>Read emergent-reader texts with purpose and understanding.</p>	<p><b>rimes of single syllable spoken words.</b></p> <p><b>d. Isolate and pronounce the initial, medial vowel, and final sounds in cvc words.</b></p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RFS.3 Phonics and Word Recognition</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short vowel sounds with the common spellings for the vowels.</p> <p>c. <b>Read common high frequency words.</b></p> <p>RFS.4 Fluency</p> <p>Read emergent-reader texts with purpose and understanding.</p>	<p><b>rimes of single syllable spoken words.</b></p> <p><b>d. Isolate and pronounce the initial, medial vowel, and final sounds in cvc words.</b></p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>RFS.3 Phonics and Word Recognition</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short vowel sounds with the common spellings for the vowels.</p> <p>c. <b>Read common high frequency words.</b></p> <p>d. Distinguish between similarly spelled words by identifying the sounds if the letters that differ,</p> <p>RFS.4 Fluency</p> <p>Read emergent-reader texts with purpose and understanding.</p>
<p><b>WRITING STANDARDS ACROSS UNITS</b></p>	<p>K.W.6 Production and Distribution of Writing (Utilizing Technology)</p>		
<p><b>WRITING STANDARDS CENTRAL TO THIS UNIT</b></p>	<p><b>K.W.1 Opinion</b></p> <p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the</p>	<p><b>K.W.1 Opinion</b></p> <p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about</p>	<p><b>K.W.1 Opinion</b></p> <p>Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the</p>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<p><b>topic or book (My favorite...)</b>            K.W.5 Production and Distribution of Writing (Adding Details)            K.W.6 Production and Distribution of Writing (Utilizing Technology)            K.W.7 Research to Build and Present Knowledge (Explore and Participate in Research)            K.W.8. Research to Build and Present Knowledge (Recall Information)</p>	<p><b>the topic or book (My favorite...)</b>            K.W.5 Production and Distribution of Writing (Adding Details)            K.W.6 Production and Distribution of Writing (Utilizing Technology)            K.W.7 Research to Build and Present Knowledge (Explore and Participate in Research)            K.W.8. Research to Build and Present Knowledge (Recall Information)</p>	<p><b>topic or book (My favorite...)</b>            K.W.5 Production and Distribution of Writing (Adding Details)            K.W.6 Production and Distribution of Writing (Utilizing Technology)            K.W.7 Research to Build and Present Knowledge (Explore and Participate in Research)            K.W.8. Research to Build and Present Knowledge (Recall Information)</p>
<p><b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b></p>	<p>SL.1 Participate in collaborative conversations; <b>SL.2. Ask &amp; answer key ideas/details; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events</b></p>		
<p><b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>SL.1. Participate in collaborative conversations            a. Follow discussion rules            b. Multiple exchanges  <b>SL.2. Ask &amp; answer key ideas/details</b>  <b>a. 1- 2-step oral directions</b>  <b>SL.3. Ask/answer questions for help/inform.</b>  <b>SL.4. Describe people, places, things, events</b>            SL.5. Add drawings/visuals to descriptions            SL.6. Speak audibly to express ideas</p>	<p>SL.1. Participate in collaborative conversations            a. Follow discussion rules            b. Multiple exchanges  <b>SL.2. Ask &amp; answer key ideas/details</b>  <b>a. 1- 2-step oral directions</b>  <b>SL.3. Ask/answer questions for help/inform.</b>  <b>SL.4. Describe people, places, things, events</b>            SL.5. Add drawings/visuals to descriptions            SL.6. Speak audibly to express ideas</p>	<p>SL.1. Participate in collaborative conversations            a. Follow discussion rules            b. Multiple exchanges  <b>SL.2. Ask &amp; answer key ideas/details</b>  <b>a. 1- 2-step oral directions</b>  <b>SL.3. Ask/answer questions for help/inform.</b>  <b>SL.4. Describe people, places, things, events</b>            SL.5. Add drawings/visuals to descriptions            SL.6. Speak audibly to express ideas</p>
<p><b>LANGUAGE STANDARDS IN EACH UNIT</b></p>	<p>L.1. Grammar and usage <b>a. Print all upper/lowercase</b>, b. Use nouns &amp; verbs, c. Form regular plural nouns, d. Use question words, e. Use prepositions, <b>f. Produce/expand complete sentences</b>; L.4. Clarify meaning of unknown/multi-meaning words, a. Identify new meanings for familiar words, b. Use inflections &amp; affixes; L.5. Explore word relationships/nuances, a. Sort words in categories; L.6 Use acquired words/phrases a. Sort words in categories            L.6 Use acquired words/phrases</p>		

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

<p><b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>L.1. Grammar and usage  <b>a. Print all upper/lowercase</b>            b. Use nouns &amp; verbs            c. Form regular plural nouns            d. Use question words            e. Use prepositions  <b>f. Produce/expand complete sentences</b>            L.4. Clarify meaning of unknown/multi-meaning words            a. Identify new meanings for familiar words            b. Use inflections &amp; affixes?            L.5. Explore word relationships/nuances            a. Sort words in categories            L.6 Use acquired words/phrases</p>	<p>L.1. Grammar and usage  <b>a. Print all upper/lowercase</b>            b. Use nouns &amp; verbs            c. Form regular plural nouns            d. Use question words            e. Use prepositions  <b>f. Produce/expand complete sentences</b>            L.4. Clarify meaning of unknown/multi-meaning words            a. Identify new meanings for familiar words            b. Use inflections &amp; affixes?            L.5. Explore word relationships/nuances            a. Sort words in categories            L.6 Use acquired words/phrases</p>	<p>L.1. Grammar and usage  <b>a. Print all upper/lowercase</b>            b. Use nouns &amp; verbs            c. Form regular plural nouns            d. Use question words            e. Use prepositions  <b>f. Produce/expand complete sentences</b>            L.4. Clarify meaning of unknown/multi-meaning words            a. Identify new meanings for familiar words            b. Use inflections &amp; affixes?            L.5. Explore word relationships/nuances            a. Sort words in categories            L.6 Use acquired words/phrases</p>
<p><b>ELD STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>Part 1A.1 Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics.            Part 1A.2 Interacting with others in written English in various forms.            Part 1A.3 Offering and supporting opinions and negotiating with others in communicative exchanges.            Part 1B.5 Listening actively to spoken English in a range of social and academic contexts.            Part 1B.6 Reading closely literary and informational texts and viewing multi-media to determine how meaning is conveyed explicitly and implicitly through language.            Part 1B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose audience, topic, and content area.</p>	<p>Part 1A.1 Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics.            Part 1A.2 Interacting with others in written English in various forms.            Part 1A.3 Offering and supporting opinions and negotiating with others in communicative exchanges.            Part 1B.5 Listening actively to spoken English in a range of social and academic contexts.            Part 1B.6 Reading closely literary and informational texts and viewing multi-media to determine how meaning is conveyed explicitly and implicitly through language.            Part 1B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose audience, topic, and</p>	<p>Part 1A.1 Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics.            Part 1A.2 Interacting with others in written English in various forms.            Part 1A.3 Offering and supporting opinions and negotiating with others in communicative exchanges.            Part 1B.5 Listening actively to spoken English in a range of social and academic contexts.            Part 1B.6 Reading closely literary and informational texts and viewing multi-media to determine how meaning is conveyed explicitly and implicitly through language.            Part 1B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose audience, topic, and content</p>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

	<p>Part 1B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes. Part 1C.11 Supporting own opinions and evaluating others opinions in speaking and writing.</p>	<p>content area. Part 1B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes. Part 1C.11 Supporting own opinions and evaluating others opinions in speaking and writing. Part 1C.12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>	<p>area. Part 1B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes. Part 1C.11 Supporting own opinions and evaluating others opinions in speaking and writing. Part 1C.12 Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>
<p><b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b></p>	<p>Science (Weather)</p>	<p>Social Studies; Perseverance</p>	<p>Social Studies(American Symbols); Patriotism</p>



# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

## Third Trimester

	UNIT 7 4 weeks Mid April – Mid May	UNIT 8 4 weeks Mid May – Mid June
District Assessments		RESULTS (5/12- 5/23/14)  Writing Proficiency #3 (6/2- 6/5/13)  ADEPT 6/5- 6/13/14)
TITLE	CCSS: Little Red Hen	Ocean
END OF UNIT PERFORMANCE TASK	<p><b>Big Idea:</b> Working collaboratively helps us to build relationships and reach common goals.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are some common goals people of different cultures share? Why do people help others to survive?</li> <li>2. What are some common goals that the students in the classroom share?</li> <li>3. How can working together help us to achieve our goals?</li> </ol>	Investigate ocean animal of choice and present a report answering key questions such as, What does the animal eat? What are some interesting facts about the animal? Where does the animal live in the ocean?
BIG IDEAS AND ESSENTIAL QUESTION	<p><b>Big Idea:</b> Teamwork helps to accomplish important goals both in school and throughout life.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What are the benefits of cooperating to get a job done?</li> <li>2. How can a plant provide food for people?</li> <li>3. What will happen if you do your share of the work?</li> <li>4. How do many people contribute to get a job done?</li> </ol>	<p><b>Big Idea:</b> The ocean is full of plants and animals that affect the earth.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>4. What kinds of animals live in the ocean?</li> <li>5. What types of plants live in the ocean?</li> <li>6. How do animals survive in the ocean?</li> <li>7. Why would people want to live by the ocean?</li> </ol>
COMPLEX TEXTS	<ol style="list-style-type: none"> <li>1. Little Red Hen (Anchor)</li> <li>2. "From Wheat to the Table" (Anchor)</li> </ol>	<ol style="list-style-type: none"> <li>1. The Ocean (Anchor)</li> <li>2. Humphrey the Lost Whale (Standard)</li> <li>3. Hello Ocean (Standard)</li> </ol>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

<p><b>CONTENT STANDARDS</b></p>	<p><b>Life Science</b>  <b>K.1. c</b> Students know how to identify major structures of common plants and animals  <b>K.2.a</b> Observe common objects by using the five senses.  <b>K.2.b.</b> Describe the properties of common objects.  <b>K.2.e</b> Communicate observations orally and through drawings.  <b>Social Science</b>  <b>K.1</b> Students understand that being a good citizen involves acting in certain ways.  <b>a.</b> Follow rules, such as sharing and taking turns, and know the consequences of breaking them.  <b>b.</b> Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.</p>	<p><b>Life Science</b>  <b>K.1. c</b> Students know how to identify major structures of common plants and animals  <b>K.2.e</b> Communicate observations orally and through drawings.</p>
<p><b>READING STANDARDS ACROSS UNITS</b></p>	<p>RL.1 Ask/answer questions/ key details;<b>RL.2 Retell familiar stories; RL.3. Characters, settings, and major events;</b> RL.4. Ask/answer questions-unknown words; RL.5. Recognize common types of texts; RL.10 Group reading activities a. Activate prior knowledge, <b>b. Make predictions,</b> c. Confirm predictions</p>	
<p><b>READING STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>RL.1 Ask/answer questions/ key details  <b>RL.2 Retell familiar stories</b>  <b>RL.3. Characters, settings, and major events</b>  RL.4. Ask/answer questions-unknown words  RL.5. Recognize common types of texts  RL.6. Name the author/ illustrator &amp; roleRL.7. Relationship b/w illustrations and storyRL.10 Group reading activities  a. Activate prior knowledge  <b>b. Make predictions</b>  c. Confirm predictions of texts on the same topic.</p>	<p>RI.1 Ask/answer questions  <b>RI.2. Main topic and key details</b>  <b>RI.3. Connections b/w individuals/events/information</b>  RI.4. Ask/answer questions -unknown words  RI.6. Name the author/ illustrator &amp; role  RI.7. Relationship b/w illustrations and text  RI.8. Identify reasons that support points in text  RI.5. front &amp; back cover, title page  RI.10 Group reading activities  a. Prior knowledge  b. Make predictions</p>
<p><b>READING FOUNDATIONAL STANDARDS IN EACH UNIT (OCR Scope and Sequence )</b></p>	<p><b>RFS.1 Print Concepts ; RFS.2 Phonological Awareness; RFS.3 Phonics and Word Recognition;RFS.4 Fluency</b></p>	

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

<p style="text-align: center;"><b>READING FOUNDATIONAL STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>RFS.1 Print Concepts 1. Understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom and page to page.</li> <li>b. Spoken words are represented in written language.</li> <li>c. Understand that words are separated by spaces.</li> <li>d. Recognize and name all upper /lowercase letters of the alphabet.</li> </ul> <p>RFS.2 Phonological Awareness</p> <ul style="list-style-type: none"> <li>a. <b>Recognize and produce rhyming words.</b></li> <li>b. <b>Count, pronounce, blend and segment syllables in spoken words.</b></li> <li>c. <b>Blend and segment onsets and rimes of single syllable spoken words.</b></li> <li>d. <b>Isolate and pronounce the initial, medial vowel, and final sounds in cvc words.</b></li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RFS.3 Phonics and Word Recognition</p> <ul style="list-style-type: none"> <li>a. <b>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</b></li> <li>b. Associate the long and short vowel sounds with the common spellings for the vowels.</li> <li>c. <b>Read common high frequency words.</b></li> <li>d. Distinguish between similarly spelled words by identifying the sounds if the letters that differ,</li> </ul> <p>RFS.4 Fluency Read emergent-reader texts with purpose and understanding</p>	<p>RFS.1 Print Concepts 1. Understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom and page to page.</li> <li>b. Spoken words are represented in written language.</li> <li>c. Understand that words are separated by spaces.</li> <li>d. Recognize and name all upper /lowercase letters of the alphabet.</li> </ul> <p>RFS.2 Phonological Awareness</p> <ul style="list-style-type: none"> <li>a. <b>Recognize and produce rhyming words.</b></li> <li>b. <b>Count, pronounce, blend and segment syllables in spoken words.</b></li> <li>c. <b>Blend and segment onsets and rimes of single syllable spoken words.</b></li> <li>d. <b>Isolate and pronounce the initial, medial vowel, and final sounds in cvc words.</b></li> <li>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul> <p>RFS.3 Phonics and Word Recognition</p> <ul style="list-style-type: none"> <li>a. <b>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</b></li> <li>b. Associate the long and short vowel sounds with the common spellings for the vowels.</li> <li>c. <b>Read common high frequency words.</b></li> <li>d. Distinguish between similarly spelled words by identifying the sounds if the letters that differ,</li> </ul> <p>RFS.4 Fluency Read emergent-reader texts with purpose and understanding</p>
	<p style="text-align: center;"><b>WRITING STANDARDS ACROSS UNITS</b></p>	<p>K.W.6 Production and Distribution of Writing (Utilizing Technology)</p>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

<p><b>WRITING STANDARDS CENTRAL TO THIS UNIT</b></p>	<p><b>K.W.3 Narrative</b>  <b>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened.</b>            K.W.5 Production and Distribution of Writing (Adding Details)            K.W.6 Production and Distribution of Writing (Utilizing Technology)            K.W.7 Research to Build and Present Knowledge (Explore and Participate in Research)            K.W.8. Research to Build and Present Knowledge (Recall Information)</p>	<p><b>K.W.3 Narrative</b>  <b>Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order they occurred, and provide a reaction to what happened.</b>            K.W.5 Production and Distribution of Writing (Adding Details)            K.W.6 Production and Distribution of Writing (Utilizing Technology)            K.W.7 Research to Build and Present Knowledge (Explore and Participate in Research)            K.W.8. Research to Build and Present Knowledge (Recall Information)</p>
<p><b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b></p>	<p>SL.1 Participate in collaborative conversations; <b>SL.2. Ask &amp; answer key ideas/details; SL.3. Ask/answer questions for help/inform; SL.4. Describe people, places, things, events</b></p>	
<p><b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>SL.1.Participate in collaborative conversations            a. Follow discussion rules            b. Multiple exchanges  <b>SL.2. Ask &amp; answer key ideas/details</b>  <b>a. 1- 2-step oral directions</b>  <b>SL.3. Ask/answer questions for help/inform.</b>  <b>SL.4. Describe people, places, things, events</b>            SL.5. Add drawings/visuals to descriptions            SL.6. Speak audibly to express ideas</p>	<p>SL.1.Participate in collaborative conversations            a. Follow discussion rules            b. Multiple exchanges  <b>SL.2. Ask &amp; answer key ideas/details</b>  <b>a. 1- 2-step oral directions</b>  <b>SL.3. Ask/answer questions for help/inform.</b>  <b>SL.4. Describe people, places, things, events</b>            SL.5. Add drawings/visuals to descriptions            SL.6. Speak audibly to express ideas</p>
<p><b>LANGUAGE STANDARDS ACROSS UNITS</b></p>	<p>L.1. Grammar and usage <b>a. Print all upper/lowercase</b>, b. Use nouns &amp; verbs, c. Form regular plural nouns, d. Use question words, e. Use prepositions, <b>f. Produce/expand complete sentences</b>; L.4. Clarify meaning of unknown/multi-meaning words, a. Identify new meanings for familiar words, b. Use inflections &amp; affixes; L.5. Explore word relationships/nuances, a. Sort words in categories; L.6 Use acquired words/phrases</p>	

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

<p><b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>L.1. Grammar and usage  <b>a. Print all upper/lowercase letters</b>            b. Use nouns &amp; verbs            c. Form regular plural nouns            d. Use question words            e. Use prepositions  <b>f. Produce/expand complete sentences</b>            L.2.Caps, punctuation, and spelling            a. Capitalize first word in sent. and “I” b. Name end punctuationd. Spell simple words            L.4. Clarify meaning of unknown/multi-meaning words            a. Identify new meanings for familiar words b. Use inflections &amp; affixes            L.5. Explore word relationships/nuances            a. Sort words in categories            b. Antonyms            c. Connections with words &amp; use            d. Shades of meaning            L.6 Use acquired words/phrases</p>	<p>L.1. Grammar and usage  <b>a. Print all upper/lowercase letters</b>            b. Use nouns &amp; verbs            c. Form regular plural nouns            d. Use question words            e. Use prepositions  <b>f. Produce/expand complete sentences</b>            L.2.Caps, punctuation, and spelling            a. Capitalize first word in sent. and “I” b. Name end punctuationd. Spell simple words            L.4. Clarify meaning of unknown/multi-meaning words            a. Identify new meanings for familiar words b. Use inflections &amp; affixes            L.5. Explore word relationships/nuances            a. Sort words in categories            b. Antonyms            c. Connections with words &amp; use            d. Shades of meaning            L.6 Use acquired words/phrases</p>
<p><b>ELD STANDARDS CENTRAL TO THIS UNIT</b></p>	<p>Part 1A.1Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics.            Part 1A.2 Interacting with others in written English in various forms.            Part 1A.3 Offering and supporting opinions and negotiating with others in communicative exchanges.            Part 1B.5 Listening actively to spoken English in a range of social and academic contexts.            Part 1B.6 Reading closely literary and informational texts and viewing multi-media to determine how meaning is conveyed explicitly and implicitly through language.            Part 1B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose audience, topic, and content area.            Part 1B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes.            Part 1C.9 Expressing information and ideas in formal oral presentations on academic topics.</p>	<p>Part 1A.1Exchange information and ideas with others through oral collaborative conversations on a range of social and academic topics.            Part 1A.2 Interacting with others in written English in various forms.            Part 1A.3 Offering and supporting opinions and negotiating with others in communicative exchanges.            Part 1B.5 Listening actively to spoken English in a range of social and academic contexts.            Part 1B.6 Reading closely literary and informational texts and viewing multi-media to determine how meaning is conveyed explicitly and implicitly through language.            Part 1B.7 Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose audience, topic, and content area.            Part 1B.8 Analyzing how writers and speakers use vocabulary and other language resources for specific purposes.            Part 1C.9 Expressing information and ideas in formal oral</p>

# SAUSD Common Core Aligned Curriculum Map: ELA Grade K

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		presentations on academic topics. Part 1C.10 Composing/Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology.
<b>CROSS-CONTENT/ REAL WORLD CONNECTIONS</b>	Social Studies; Living Things	Science (Life Science); Ocean