

# SAUSD Common Core Aligned Curriculum Map: **ELA Grade 1 – 2014-15**

## **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.

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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*

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*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.

- **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 further develop listening skills while (in some cases) gaining access to texts, concepts, and vocabulary that might otherwise be at their frustration reading level.
  - **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

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## CCSS ELA/Literacy Instructional 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 emphasize 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>

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## Year at a Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Core Texts
<b>Unit 1: Let's Read</b>	3 weeks  Beg. Sept. – End Sept.	Create a circle map of things we read, students graph their favorite story	Reading is fun and important.	<ol style="list-style-type: none"> <li>1. What do we read?</li> <li>2. Where can we read?</li> <li>3. What helps us learn to read?</li> </ol>	<b>Standard Texts</b> – “The Purple Cow”; “If I Were A Mouse”; “Hey, Diddle, Diddle”; “There Once Was a Fish”; “Rain”; “Rhyme Stew”; “Rags”; “Twinkle, Twinkle”; “The Chase”; “Mrs. Goose’s Baby”; “Baby Buggy” <b>Optional Text</b> - “Las Hormiguitas”
<b>Unit 2: Animals</b>	4 Weeks  End Sept. – End Oct.	Select an animal and tell what food it eats for survival, the ways its parents take care of it and the habitat it lives in.	Animals meet their needs in different ways.	<ol style="list-style-type: none"> <li>1. How do animals take care of themselves?</li> <li>2. How do animal resemble their parents? Why do some babies not resemble their parents?</li> <li>3. What different foods do various animals eat?</li> </ol>	“Raccoons” - <b>Standard</b> “Spiders” - <b>Read Aloud</b> “Baby Animals” - <b>Anchor</b> “Munch Crunch” - <b>Standard</b> “Mice” - <b>Read Aloud</b> “Hermit Crab” - <b>Standard text</b>
<b>Unit 3: Things That Go</b>	4 Weeks  End Oct. – Mid Nov.	Picture Sort  In collaborative groups, classify modes of transportation on a tree map and present	People travel from place to place in different ways and for many reasons.	<ol style="list-style-type: none"> <li>1. Why do people choose different types of transportation?</li> <li>2. What reasons would cause people to travel from one place to another?</li> <li>3. How do you know which vehicle to select when traveling?</li> </ol>	“On the Go” - <b>Anchor</b> “On the Move” - <b>Standard</b> “I Go With my Family to Grandma’s” - <b>Standard</b> “Trucks” - <b>Read Aloud</b> “Song of the Train” - <b>Read Aloud</b>
<b>Unit 4: CC Unit of Study Neighborhoods at Work</b>	4 weeks  Mid November – mid December	Creation of a Neighborhood Map in cooperative groups	People in a community depend on each other for things they need.	<ol style="list-style-type: none"> <li>1. What does it mean to live in a community?</li> <li>2. What is the difference between providing services and goods?</li> <li>3. Where is our community and what services/goods are provided?</li> </ol>	“Wake Up City!” Social Studies Text U.6 – <i>Goods and Services</i> The Veterinarian (video) “Fireman”
<b>Unit 5: Weather *Time to teach Water Cycle! **Students receive first textbook</b>	4 weeks  Beg. Jan. – End Jan.	Track the weather in Santa Ana and the weather in a different region of the country, record it daily for the duration of the unit and visually/orally present in collaborative group.	Weather happens through predictable patterns.	<ol style="list-style-type: none"> <li>1. What are the characteristics of weather?</li> <li>2. How do you know what the weather will be?</li> <li>3. What instruments can you use to measure the weather?</li> </ol>	“When a Storm Comes Up” - <b>Anchor</b> “How’s the Weather”, “Clouds, rain, Snow, and Ice”, “A Good Day for Kites”, “Deserts”, “Snow is Good”, “Hurricanes” - <b>Standard</b> “I Call It Sky”, “Listen to the Rain” - <b>Optional</b>

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<b>Unit 6: Journeys CC Unit of Study</b>	5 weeks  Beg. Feb. – Beg. March  (Spend 2 days per continent)	Students will make a poster and write a paragraph on a continent	Our world is organized in a way we can understand.	<ol style="list-style-type: none"> <li>1. How do maps help us explore the world?</li> <li>2. Why is it important to learn to read maps, globes, and models?</li> <li>3. What is my place in the world? What makes our world interesting?</li> </ol>	<b>“Me on the Map” - Anchor</b> <b>“Continents of the World” - Standard</b> <b>“Captain Bill Pickney’s Journey” - Standard</b>
<b>Unit 7: Keep Trying</b>	3 weeks  Mid. Mar. – early April	Write a narrative about a time when you first learned to do something (i.e. reading, swimming, riding a bike).	To reach a goal takes perseverance.	<ol style="list-style-type: none"> <li>1. When should you keep trying? What does it mean to meet your goal?</li> <li>2. Is there ever a right time to stop trying?</li> </ol>	<b>“The Kite’ - Anchor</b> <b>“The Garden” - Standard</b> <b>“The Way of an Ant” - Standard</b> <b>“The Fox and the Grapes”, “The Hare and the Tortoise” - Optional</b> <b>“74<sup>th</sup> Street” - Optional</b>
<b>Unit 8: Games – continue with Green section for Unit 8</b>					The selections from this unit can be read as Read-Alouds or for independent reading
<b>Unit 9: Being Afraid</b>	4 weeks  Mid April – mid May	Write a narrative about a time you were afraid and how you overcame your fear. If you haven’t overcome your fear tell about something you are afraid of and why?	Everyone is afraid of something and we all have different ways to deal with fear.	<ol style="list-style-type: none"> <li>1. What do you do when you are frightened of something or someone?</li> <li>2. How can you help someone overcome a fear?</li> <li>3. What are some things that terrify you?</li> </ol>	<b>“Dear Bear” - Read Aloud</b> <b>“My Brother Is Afraid of Just About Everything” - Standard</b> <b>“Little Miss Muffet” - Optional</b> <b>“We’re Going on a Bear Hunt” - Anchor</b> <b>“Clyde Monster” - read aloud</b> <b>“Ira Sleeps Over” - read aloud</b> <b>“ Three Billy Goats Gruff” - standard text</b>
<b>Unit 10: Homes #3 Common Core Unit of Study</b>	5 weeks  Mid May- Mid June	Write about a climate zone and the type of home you might build there, including the natural resources you would use.	There is a relationship between the environment and how people live.	<ol style="list-style-type: none"> <li>1. What are some environments people live in?</li> <li>2. How does location affect climate?</li> <li>3. How does climate determine how people live?</li> <li>4. How does environment influence the materials people use to build their homes now and in the past?</li> </ol>	<b>Homes Around the World</b> <b>Climates</b> <b>“Climates Around the World”</b>

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## Narrative Overview

Grade:  
Unit 1

**1**

### Let's Read:

In this Open Court Reading unit, students explore stories and the many ways stories are important to society as entertainment, vicarious learning, passing on history from one generation to the next. This unit offers students the opportunity to reflect on the function that stories play in their lives and the many ways stories can be shared. Students understand that one fundamental way that humans interact is through sharing stories. Through this unit, students will explore the Big Idea "Reading is fun and important" while also considering the essential questions,

1. Why do we read? 2. Where can we read? 3. What helps us learn to read?

**Key Standards:** RL.1.1, RL.1.2, RL.1.4, RL.1.6, RL.1.7, RL.1.10, W1.1, SL1-6, L.1a, e, f, h, j, L.2a, b,d,e, L.4a, L.5a, c, d, L.6, ELD Part IB.6, Part IB.7, Part IB.8, ELD Part IB.6, Part IB.7, Part IB.8, Part IIB3-5, Part III 1,2,3

Activate prior knowledge

**Builds on Prior Knowledge:** Builds on their learning about poetry and literature in Kindergarten. The focus on poetry allows a firm foundation to the elements of poems that can be referenced throughout the year.

**Standard Texts (Limit each text to one day each.):** *The Purple Cow; Las Hormiguitas; If I Were A Mouse; Hey, Diddle, Diddle; There Once Was a Fish; Rain; Rhyme Stew; Rags; Twinkle, Twinkle; The Chase; Mrs. Goose's Baby; Baby Buggy*

Unit 2

### Animals:

In this Open Court Reading unit, students have the opportunity to share their existing knowledge about animals and to build on that knowledge as they learn about how animals grow and learn to meet their needs. They will classify and categorize animals in ways that will be foundational to future learning. Through this unit, students will explore the Big Idea "Animals meet their needs in different ways." by considering the essential questions: 1. How does the way an animal plays help it mature? 2. How do animals resemble their parents? 3. Why do some babies not resemble their parents? 4. Why do animals eat different foods? This unit correlates with science standards and should be taught in tandem.

**Key Standards:** RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.10, W.1.2, W.1.5, W.1.7, W.1.8, LS 2a-2d, SL1-6, L.1a,b,c,d, e, f, g, h, i, j, L.2a,b,d,e, L.4a, L.5a, b, c, d, L.6, ELD Part IB.6, Part IB.7, Part IB.8, Part IIA, Part IIB, Part III 1,2,3

**Builds on Prior Knowledge:** Builds on their learning about sea life in Kindergarten.



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	<p><b>AnchorTexts:</b> <i>A Time for Playing</i> <b>Read Aloud Texts:</b> <i>Raccoons; Spiders</i> <b>Standard</b> <b>Text:</b> <i>Baby Animals; Munch Crunch</i> <b>Optional</b> <b>Text:</b> <i>Mice, Hermit Crab</i> <b>Science Connection:</b> <i>McMillan Science Chapters 2 and 3</i></p>
Unit 3	<p><b>Things That Go</b> In this Open Court Reading Unit, students will explore the Big Idea: “People travel from place to place in different ways and for different reasons.” These essential questions will be addressed: 1. Why do people choose different types of transportation. 2. What are some reasons people travel from one place to another? 3. How do the parts of a vehicle make it go or give it power? 4. How has transportation changed from long ago? Through this study they will learn about various modes of transportation around the world. They will classify modes of transportation into land, water, and air travel and consider how transportation has changed from long ago to today. This unit correlates to the social studies standards and they should be taught in tandem. <b>Key Standards:</b> RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.10, W.1.2, W.1.5, W.1.7, W.1.8, SL1-6, H/SS 1.1.4-1.1.6, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6, ELDPart IB.6, Part IB.7, Part IB.8, PART II B3-5, Part II C6 Part III 1,2,3 <b>Builds on Prior Knowledge:</b>Students’ life experiences (i.e. how they get to school) <b>Anchor Texts:</b><i>On the Go</i> <b>Standard texts:</b> <i>On the Move; I Go With My Family to Grandma’s</i> <b>Read Aloud Text:</b> <i>Song of the Train</i> <b>Optional Text:</b> <i>Trucks</i> <b>Social Studies Connection Text:</b> <i>Scott Foresman Social Studies Unit 4: Lessons 1, 2, 3</i></p>
Unit 4	<p><b>Common Core Unit: Our Neighborhood at Work</b> In this Common Core- ELA unit of study, students explore the Big Idea that “People in a community depend on each other for services and things they need.” They will consider the essential questions: 1)What does it mean to live in a community? 2)What is the difference between providing services and goods? 3)Where is our community and what services and goods are provided? They learn the differences between service providers and people who produce goods. They learn about the various workers within a city and gain a deep understanding of the jobs firefighters do .As they conduct interviews with people they see every day to learn about the jobs they do they are clarifying what it means to</p>



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ask a question. They gain experience writing informational paragraphs as they write about the various people they have interviewed. Students take a close look at imagery as they study this writer's craft and try to illustrate the image created by the author's words. This unit correlates to the social studies standards and should be taught in tandem.

**Key Standards:** RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.5, RL.1.10, RI.1.1, RI.1.2, RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI.1.10, W.1.1, W.1.5, W.1.7, W.1.8, SL1-6, H/SS 1.6.1, 1.6.2, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6

**Builds on Prior Knowledge:** *This unit builds on the Kindergarten Common Core units' big ideas of working together.*

**Anchor Text:** *Wake Up, City!; Firefighters; The Garbage Collector (SAUSD created)*

**Standard:**

**Read Aloud text:** *"Who am I?"*

**Optional Text:**

**Social Studies:** Scott Foresman Unit 6: Lessons 1,2

## Unit 5

### Weather

In this Open Court Reading unit, students will focus on the Big Idea "Weather happens through predictable patterns" as they strive to answer the essential questions: 1) What are the elements of weather? 2) How do you know what the weather will be? 3) What instruments can you use to measure the weather? How does weather affect our lives?" Through this unit student will learn about the relationship between the clouds, rain and the sun, which is foundational to understanding the water cycle. This unit correlates with the Science curriculum and should be taught in tandem with the appropriate science lessons.

**Key Standards:** RL 1.1, RL 1.2, RL1.3, RL 1.4, RL1.10RI.1.1, RI.1.2,RI 1.3, RI.1.4, RI.1.6, RI.1.7, RI.1.10, W.1.1, W.1.5, W.1.7, W.1.8SL1-6,ES3a-c, PS 1a, 1b, IE4b,d,e, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6,ELDPart IB.6, Part IB.7, Part IB.8, Part IIA,1, Part IIA.2, Part II B3-5, Part IIC 6,7, Part III 1,2,3

**Builds on Prior Knowledge:** This builds on foundational knowledge about weather students learned in the kindergarten OCR units *"Wind"* and *"Shadows"*.

**Anchor Text:** *When a Storm Comes Up*

**Standard:** How's the Weather?; Clouds, Rain, Snow and Ice; A Good Day for Kites; Deserts; Snow is Good; Hurricanes

**Read Aloud text:** *"Listen to the Rain"*

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<b>Unit 6</b>	<p><b>Optional Text:</b> <i>"I Call it Sky"</i></p> <p><b>Science Connection Text :</b>McMillan Science, Earth Science Chapter 4: Lessons 1-3; Physical Science Chapter 6: Lessons 1-4 and Chapter 7: Lessons 1-3</p> <p><b>Journeys</b> In this Common Core Unit of study students will explore and learn about the world through maps, globes, and continent study. Throughout the unit students will consider how they fit into the world picture and how they are connected to the world at large as they explore the Big Idea: "Exploring the world helps us understand that we are all connected." Students will answer the essential questions: 1)When we talk about "the world" what do we mean? 2) How do maps help us explore the world? 3) Why is it important to learn about other places in the world?4)What do we have in common with people around the world? This unit relates closely to social studies standards, and will be taught in tandem. <b>Key Standards:</b> RL 1.1, RL 1.2, RL 1.3, RL 1.4, RL 1.5, RL 1.9, RL1.10,RI.1.1, RI.1.2, RI 1.3,RI.1.4, RI.1.5, RI.1.6, RI.1.7, RI 1.9,RI.1.10,W.1.1, W.1.2,W.1.5, W.1.6, W.1.7, W.1.8, SL1-6, H/SS 1.2.1 -1.2.4, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6, ELD Part IB.6, Part IB.7, Part IB.8, Part IIA,1, Part IIA.2, Part IIB3-5, Part IIC6,7, Part III 1,2,3</p> <p><b>Builds on Prior Knowledge:</b> This unit builds on knowledge gained through the By the Sea unit in kindergarten. <b>Anchor Texts:</b> <i>Me on the Map, Captain Bill Pinkney's Journey</i> <b>Guided Reading (As part of Green Section-student reading):</b> <i>The Plane Trip, The Special Day, The Library Trip; The Class Trip; The Camera Kid</i> <b>Optional Text:</b> <i>Across the Big Blue Sea</i> <b>Social Studies Text:</b> <i>Scott Foresman Social Studies Unit 2: lessons 1, 2, 3</i></p>
<b>Unit 7</b>	<p><b>Keep Trying</b> In this Open Court unit students learn the life lesson of the importance of perseverance as they explore the Big Idea: "To reach a goal takes perseverance." Throughout the selections they will answer these essential questions: 1) When is it smart to keep trying? 2) What does it mean to meet your goal? 3) When is it okay to stop trying? The selection "The Garden" correlates to a science standard regarding plants. The science curriculum could be taught in tandem to that selection.</p> <p><b>Key Standards:</b>RL1.1, RL1.2, RL.1.3, RL.1.4, R.L.1.7, RL.1.9, RL.1.10,W1.3, W.1.5, W.1.8,SL1-6, LS2a,2b, 2e, IE4a,b,e, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a, L.5a, b, c, d L.6, ELD Part IB.6, Part IB.7, Part IB.8, Part IIA,1, Part IIA.2, Part IIB3-5, Part</p>

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	<p>IIC6,7, Part III 1,2,3</p> <p><b>Builds on Prior Knowledge:</b> This unit builds on the concepts developed in the kindergarten OCR unit: <i>“Stick to It”</i>.</p> <p><b>Anchor-</b> <i>“Itsy Bitsy Spider”</i>, <i>“The Garden”</i></p> <p><b>Standard-</b> <i>“The Kite”</i>, <i>“The Way of an Ant”</i></p> <p><b>Read Aloud-</b> <i>“The Fox and the Grapes”</i>, <i>“The Hare and the Tortoise”</i> <i>“In 1776”</i> <i>“74<sup>th</sup> Street”</i></p> <p><b>Optional-</b></p> <p><b>Science text:</b> McMillan Science Chapter 1: Lessons 1-3</p>
Unit 8	<p><b>Games</b></p> <p>This OCR unit is being omitted, but these texts can be used as optional read alouds throughout the year: <i>What Game Shall We Play; A Game Called Piggle; Jafta; Miss Mary Mack; Matthew and Tilly; The Great Ball Game; The Big Team Relay Race</i></p>
Unit 9	<p><b>Being Afraid</b></p> <p>In this Open Court unit students will look at the human experience of being afraid as they explore the Big Idea: “Everyone is afraid of something and we all have different ways to deal with fear.” Students will try to answer these essential questions as they read the selections in the unit: 1) What do you do when you are frightened of something or someone? 2) How can you help someone overcome a fear? 3) What are some unhealthy ways to deal with our fears? 4) What are some healthy ways we can deal with our fears?</p> <p><b>Key Standards:</b> RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL1.6, RL.1.7, RL 1.9, RL.1.10, W1.3, W.1.5, W.1.8, SL1-6, L.1a,b,c,d, e, f, g, h, i, j, L.2a, b,c ,d,e, L.4a,b,cL.5a, b, c, d L.6, ELDPart IB.6, Part IB.7, Part IB.8, Part IIA,1, Part IIA.2, Part IIB3-5, Part IIC6,7, Part III 1,2,3</p> <p><b>Builds on Prior Knowledge:</b> Students’ life experiences (i.e. things you are afraid of)</p> <p><b>Read Aloud</b> <i>“Dear Bear”</i></p> <p><b>Anchor</b> <i>“My Brother Is Afraid of Just About Everything”</i></p> <p><b>Optional</b> <i>“Little Miss Muffet”</i></p> <p><b>Read Aloud</b> <i>“We’re Going on a Bear Hunt”</i></p> <p><b>Standard</b> <i>“Strange Bumps”</i></p>
Unit 10	<p><b>Homes</b></p> <p>In this Common Core unit of study students learn expand their understanding of the world and weather as they explore the various climate zones and the environments found in those zones. To understand the Big Idea that “There is a</p>

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relationship between our environment and how we live”, students use text and videos to answer the essential questions:

**Key Standards:**RI.1.1, RI.1.2,RI 1.3, RI.1.4, RI.1.5, RI 1.6, RI 1.7, RI.1.9, RI.1.10,W1.3, W.1.5, W.1.6, W.1.8, SL1-6, L.1a,b,c,d, e, f, g, h, l, j, L.2a, b,c ,d,e, L.4a,b,c, L.5a, b, c, d L.6, ELDPart IB.6, Part IB.7, Part IB.8, Part IIA,1, Part IIA.2, Part IIB3-5, Part IIC6,7, Part III 1,2,3

**Builds on Prior Knowledge:** Builds on concepts learned and developed in the Weather and Journeys units.

**Anchor Text:** *“Homes Around the World”, “Climate Zones”, video text:*

**Standard Text:** *“Animal Homes”*

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## First Trimester

	UNIT 1 Beg. – End September	UNIT 2 End September – End October	UNIT 3 End October – End November
<b>District Assessments</b>	MAP – Math (9/15-9/26) DIBELS (9/29-10/10)		Writing Proficiency #1 (11/3-11/7)
<b>TITLE</b>	<b>Let’s Read</b>	<b>Animals</b>	<b>Things That Go</b>
<b>END OF UNIT PERFORMANCE TASK</b>	<p>Select your favorite poem from the unit. Draw a picture, write a sentence telling why it is your favorite and share out your sentence.</p> <p><i>(Teacher can create a class circle map or one-sided multi-flow with reasons why they like a particular poem. Language sentence frames should be provided.)</i></p>	<p>Informational Writing: Select an animal, describe what it looks like, and tell what food it eats for survival.(Use a tree map and sentence frames). Share your paragraph with the class.</p>	<p>Picture sort</p> <p>In collaborative groups, classify modes of transportation on a tree map and present.</p> <p>Informational Writing: Individually students will choose form of transportation and write about it, including where it travels (on land, rails, water or in the air), how it is powered and how many people it could carry.</p> <p style="text-align: center;">OR</p> <p>Students can choose one category (rail, land, air, water, motor powered, man powered or animal powered) of transportation and write</p>
<b>BIG IDEAS AND ESSENTIAL QUESTION</b>	<p><b>Big Idea:</b> Reading is fun and important</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. What do we read?</li> <li>2. Where can we read?</li> <li>3. What helps us learn to read?</li> </ol>	<p><b>Big Idea:</b> Animals meet their needs in different ways.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does the way an animal plays help it mature?</li> <li>2. How do animal resemble their parents?</li> <li>3. Why do some babies not resemble their parents?</li> <li>4. Why do animals eat different foods?</li> </ol>	<p><b>Big Idea:</b> People travel from place to place in different ways and for many reasons.</p> <p><b>Essential Questions:</b></p> <ol style="list-style-type: none"> <li>1. Why do people choose different types of transportation?</li> <li>2. What reasons would cause people to travel to from one place to another?</li> <li>3. How do you know which vehicle to select when traveling?</li> </ol>
<b>COMPLEX TEXTS</b>	Read all OCR unit 1 selections, spending only one day per selection.	<b>Anchor</b> – “A Time for Playing” <b>Read Aloud</b> – “Raccoons”, “Spiders”	<b>Anchor</b> – “On the Go” <b>Standard-</b> “On the Move”, “I Go With my

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		<b>Standard-</b> “Baby Animals”, “Munch Crunch” <b>Optional-</b> “Mice”, “Hermit Crab”  <b>Complex Text:</b> <i>Chapters 2 and 3 in McMillan Science</i>	Family to Grandma’s” <b>Read Aloud</b> – “Trucks” <b>Optional-</b> “Song of the Train”  <b>Complex Text:</b> <i>Scott Foresman Social Studies Unit 4: Lessons 1-3</i>
<b>CONTENT STANDARDS</b>	N/A	Science: <b>LS 2</b> Plants and animals meet their needs in different ways. <b>LS2.a</b> Students know different plants and animals inhabit different kinds of environment and have external features that help them thrive in different kinds of places. <b>LS2b</b> Students know both plants and animals need water, animals need food, and plants need light. <b>LS2c</b> Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting. <b>LS2d</b> Students know how to infer what animals eat from the shapes of their teeth (e.g. sharp teeth: eats meat; flat teeth: eats plants)	Social Studies: H/SS 1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places and things change over time while others stay the same. H/SS 1.4.1 Examine the structure of schools and communities in the past. H/SS 1.4.2 Study transportation methods of earlier days. H/SS 1.4.3 Recognize similarities and differences of earlier generations.
<b>READING STANDARDS ACROSS UNITS</b>	Citing Evidence and Analyzing Content: <b>RL. 1.1 &amp; RI. 1.1.</b> (ask/answer questions), <b>RL. 1.2 &amp; RI. 1.2</b> (main idea) Studying and applying vocabulary: <b>RL. 1.4 &amp; RI. 1.4</b> (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: <b>RL. 1.10 &amp; RI. 1.10</b> (complex text)		
<b>READING STANDARDS CENTRAL TO THIS UNIT</b>	RL.1.1 Ask/answer questions RL1.2 Retell stories and understand message/lesson RL.1.3 Characters, setting, and events RL.1.4 Word/phrases that suggest feelings/senses RL.6 Points of view RL.7 Use illustrations and details to describe characters RL.10 Read prose and poetry of appropriate complexity a. Activate prior knowledge	RI.1.1 Ask/answer questions RI.1.2 Main topic and key details RI.1.4 Clarify meaning of words RI.1.5 Text features/structure RI.1.6 Distinguish information from pictures or words RI.7 Use the illustrations and details RI.10 Complex text	RI.1.1. Ask/answer questions RI.1.2, Main topic and key details RI.1.4 Clarify meaning of words RI.1.6 Distinguish information from pictures or words RI.1.7 Use the illustrations and details RI.10 Complex Text

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<b>READING FOUNDATIONAL STANDARDS IN EACH UNIT</b>	Addressed by Open Court Reading Green Section		
<b>WRITING STANDARDS ACROSS UNITS</b>	Writing Process and Routine Writing: <b>W. 1.4</b> (development and organization), <b>W. 1.5</b> (plan, revise, edit), <b>W. 1.10</b> (routine writing) <b>W. 1.8</b> Gather info, take notes, sort evidence		
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	W.1.1 Opinion	W1.2 Inform/ explain W1.5 Focus on a topic w.1.7 Shared research and writing projects w.1.8 Recall information	W1.2 Inform/ explain W1.5 Focus on a topic w.1.7 Shared research and writing projects W.1.8 Recall information
<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	Conducting Discussions: <b>SL. 1.1</b> (engage collaboratively)  Report Findings: <b>SL. 1.6</b> (use formal English when appropriate)		
<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences



# SAUSD Common Core Aligned Curriculum Map: **ELA Grade 1 – 2014-15**

LANGUAGE STANDARDS IN EACH UNIT	Study and apply grammar: <b>L. 1.1</b> (grammar and usage), <b>L. 1.2</b> (conventions), <b>L. 1.3</b> (spoken vs. written) Study and apply vocabulary: <b>L. 1.4</b> (word meaning), <b>L. 1.6</b> (academic & domain-specific vocabulary)		
LANGUAGE STANDARDS CENTRAL TO THIS UNIT	L.1. Grammar and usage L.1a. Print all upper/lowercase L.1b. Use common, proper, possessive nouns L.1c. Use singular and plural nouns with verbs L.1d. Pronouns L.1e. Use verbs: past, present, and future L.1f. Use adjectives L.1g. Use conjunctions L.1 h. Use determiners L.1 i. Use prepositions L.1 j. Respond with all types of complete sentences L.2. Capitalization, punctuation, and spelling L.2a. Capitalize dates/ names L.2b. End punctuation L.2c. Commas in dates/series L.2d. Spelling patterns/ irregular L.2e. Spelling patterns L.4. Clarify meaning of unknown/multi-meaning words L.4a. Sentence level context clues L.4b. Meaning from affixes L.4c. Use root word as clue L.5. Understanding of word relationships/nuances L.5a. Sort words in categories L.5b. Define words by category	L.1. Grammar and usage L.1a. Print all upper/lowercase L.1b. Use common, proper, possessive nouns L.1c. Use singular and plural nouns with verbs L.1d. Pronouns L.1e. Use verbs: past, present, and future L.1f. Use adjectives L.1g. Use conjunctions L.1 h. Use determiners L.1 i. Use prepositions L.1 j. Respond with all types of complete sentences L.2. Capitalization, punctuation, and spelling L.2a. Capitalize dates/ names L.2b. End punctuation L.2c. Commas in dates/series L.2d. Spelling patterns/ irregular L.2e. Spelling patterns L.4. Clarify meaning of unknown/multi-meaning words L.4a. Sentence level context clues L.4b. Meaning from affixes L.4c. Use root word as clue L.5. Understanding of word relationships/nuances L.5a. Sort words in categories L.5b. Define words by category L.5c. Identify real-life connections	1L.1. Grammar and usage 1L.1a. Print all upper/lowercase 1L.1b. Use common, proper, possessive nouns 1L.1c. Use singular and plural nouns with verbs 1L.1d. Pronouns 1L.1e. Use verbs: past, present, and future 1L.1f. Use adjectives 1L.1g. Use conjunctions 1L.1 h. Use determiners 1L.1 i. Use prepositions 1L.1 j. Respond with all types of complete sentences 1L.2. Capitalization, punctuation, and spelling 1L.2a. Capitalize dates/ names 1L.2b. End punctuation 1L.2c. Commas in dates/series 1L.2d. Spelling patterns/ irregular 1L.2e. Spelling patterns 1L.4. Clarify meaning of unknown/multi-meaning words 1L.4a. Sentence level context clues 1L.4b. Meaning from affixes 1L.4c. Use root word as clue 1L.5. Understanding of word relationships/nuances 1L.5a. Sort words in categories 1L.5b. Define words by category

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	L.5c. Identify real-life connections L.5d. Shades of meaning L.6 Use acquired words/phrases	L.5d. Shades of meaning L.6 Use acquired words/phrases	L.5c. Identify real-life connections L.5d. Shades of meaning L.6 Use acquired words/phrases
<b>ELD STANDARDS CENTRAL TO THIS UNIT</b>	Part IB.6 Describe ideas, phenomenon and text elements. Part IB.7 Describe the language writers or speakers use to present an idea. Part IB.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part IIB 3-5 Using verbs, nouns and modifiers	Part IB.6 Describe ideas, phenomenon and text elements. Part IB.7 Describe the language writers or speakers use to present an idea. Part IB.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part IIA.1 Understanding text structure Part IIA.2 Understanding cohesion Part IIB 3-5 Using verbs, nouns and modifiers Part II C6 Connecting ideas	Part IB.6 Describe ideas, phenomenon and text elements. Part IB.7 Describe the language writers or speakers use to present an idea. Part IB.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience. Part IIB 3-5 Using verbs, nouns and modifiers Part II C6 Connecting ideas
<b>CROSS- CONTENT/ REAL WORLD CONNECTIONS</b>	Poetry/Rhyme	Science	Social Studies

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## Second Trimester

	<b>UNIT 4</b> End November – Mid December	<b>UNIT 5</b> Beg. January – End January	<b>UNIT 6</b> Beg. February – Beg. March
<b>District Assessments</b>	MAP Math (1/12-1/26)	DIBELS (1/29- 2/11)	Writing Proficiency #2 (2/23- 3/13) ADEPT (2/23- 3/13)
<b>Title</b>	<b>Our Neighborhood at Work Common Core Unit of Study</b>	<b>OCR Weather Unit</b>	<b>Journey Around the World Common Core Unit of Study</b>
<b>END OF UNIT PERFORMANCE TASK</b>	Students will use information and resources developed throughout the unit to form an opinion about what job they would like to have when they grow up. They will give at least two reasons for their choice.  OR They will state an opinion about what job is most important to the community and give reasons for their opinion.	Students will state an opinion about the most dangerous kind of storm and give supporting details.  OR Students will choose a kind of weather that is most fun to experience and give reasons for their opinion.	Students will use resources developed during the unit to write an opinion piece telling which continent would be the most interesting to visit and give supporting facts about the continent to justify their opinion.  In collaborative groups, students will create a travel poster persuading others to visit their favorite continent.
<b>BIG IDEAS AND ESSENTIAL QUESTION</b>	“People in a community depend on each other for services and things they need.” 1. What does it mean to live in a community? 2. What is the difference between providing services and goods? 3. Where is our community and what services and goods are provided?	“Weather happens through predictable patterns” 1. What are the elements of weather? 2. How do you know what the weather will be? 3. What instruments can you use to measure the weather? 4. How does weather affect our lives?”	“Exploring the world helps us understand that we are all connected.” 1. When we talk about “the world” what do we mean? 2. How do maps help us explore the world? 3. Why is it important to learn about other places in the world? 4. What do we have in common with people around the world?

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<b>COMPLEX TEXTS</b>	<p><b>Anchor Text:</b> <i>Wake Up, City!; Firefighters; The Garbage Collector</i> (SAUSD created)</p> <p><b>Standard:</b></p> <p><b>Read Aloud text:</b> <i>“Who am I?”</i></p> <p><b>Optional Text:</b></p> <p><b>Social Studies:</b> Scott Foresman Social Studies Unit 6: Lessons 1,2</p>	<p><b>Anchor Text:</b> <i>When a Storm Comes Up</i></p> <p><b>Standard:</b> How’s the Weather?; Clouds, Rain, Snow and Ice; A Good Day for Kites; Deserts; Snow is Good; Hurricanes</p> <p><b>Read Aloud text:</b> <i>“Listen to the Rain”</i></p> <p><b>Optional Text:</b> <i>“I Call it Sky”</i></p> <p><b>Science Connection</b></p> <p><b>Text/Complex :</b> <i>McMillan Science Chapter 4: Lessons 1-3 Chapter 6: Lessons 1-4 Chapter 7: Lessons 1-3</i></p>	<p><b>Anchor Texts:</b> <i>Me on the Map, Captain Bill Pinkney’s Journey</i></p> <p><b>Guided Reading (As part of Green Section-student reading):</b> <i>The Plane Trip, The Special Day, The Library Trip; The Class Trip; The Camera Kid</i></p> <p><b>Optional Text:</b> <i>Across the Big Blue Sea</i></p> <p><b>Social Studies/Complex Text:</b> <i>Scott Foresman Social Studies Text: Unit 2, lessons 1, 2, 3</i></p>
<b>CONTENT STANDARDS</b>	<p>H/SS 1.6.1 Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>H/SS 1.6.2 Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p>	<p>Science:</p> <p>ES 3 Weather can be observed, measured, and described.</p> <p>ES3a Students know how to use simple tools (e.g. thermometer, wind vane) to measure weather conditions and record changes from day to day and across the seasons.</p> <p>ES3b Students know that the weather changes from day to day but that trends in temperature or rain (or snow) tend to be predictable during the seasons.</p> <p>ES3c Students know the Sun warms the land, air, and water.</p> <p>PS 1 Materials come in different forms (states) including solids, liquids and gases.</p> <p>PS 1a Students know solids, liquids and gases have different properties.</p> <p>PS 1b Students know the properties of substances can change when the</p>	<p>H/SS 1.2.1 Locate on maps and globes their local community, California, the United States, the 7 continents, and the four oceans.</p> <p>H/SS 1.2.2 Compare the information that can be derived from a three dimensional model to the information that can be derived from a picture of the same location.</p> <p>H/SS 1.2.3 Construct a simple map using cardinal directions and map symbols.</p> <p>H/SS 1.2.4 Describe how location, weather, and physical environments affect the way people live including the effects on their food, clothing, shelter, transportation and recreation.</p>

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READING STANDARDS ACROSS UNITS	<p>substances are mixed, cooled, or heated.            IE 4a Draw pictures that portray some features of the thing being described.            IE 4b Record observations and data with pictures, numbers or written statements.            IE 4d Describe the relative position of objects by using two references (e.g. above and next to, below and left of)            IE 4e Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>		
READING STANDARDS CENTRAL TO THIS UNIT	<p>RI1.1 Ask/Answer questions.            RI1.2 Main idea and key details            RI1.3 Describe connections            RI.1.4 Clarify meaning of words            RI1.6 Distinguish information from pictures or words.            RI1.7 Use illustrations and details.            RI1.10 Complex text                a. Activate prior knowledge            RL1.1 Ask/Answer questions            RL1.2 Retell stories and understand message/lesson            RL1.3 Character setting and major events            RL1.4 Words and phrases that suggest feelings or senses            RL1.10 Read prose and poetry of appropriate complexity.</p>	<p>RI1.1 Ask/Answer questions.            RI1.2 Main idea and key details            RI1.3 Describe connections            RI.1.4 Clarify meaning of words            RI1.6 Distinguish information from pictures or words.            RI1.7 Use illustrations and details.            RI1.10 Complex text                b. Activate prior knowledge            RL1.1 Ask/Answer questions            RL1.2 Retell stories and understand message/lesson            RL1.3 Character setting and major events            RL1.4 Words and phrases that suggest feelings or senses            RL1.10 Read prose and poetry of appropriate complexity.</p>	<p>RI1.1 Ask/Answer questions.            RI1.2 Main idea and key details            RI1.3 Describe connections            RI.1.4 Clarify meaning of words            RI1.5 Use various text features/structures            RI1.6 Distinguish information from pictures or words.            RI1.7 Use illustrations and details.            RI1.9 Identify similarities and difference between two texts on same topic.            RI1.10 Complex text                a. Activate prior knowledge            RL1.1 Ask/Answer questions            RL1.2 Retell stories and understand message/lesson            RL1.3 Character setting and major events            RL1.4 Words and phrases that suggest feelings or senses            RL1.5 Explain differences between stories and informational text            RL1.7 Use illustrations and details to describe</p>

# SAUSD Common Core Aligned Curriculum Map: **ELA Grade 1** – 2014-15

			characters, settings or events RL1.9 Compare and contrast character adventures RL1.10 Read prose and poetry of appropriate complexity. <ul style="list-style-type: none"> <li>a. Activate prior knowledge</li> <li>b. Confirm predictions</li> </ul>
<b>READING FOUNDATIONAL STANDARDS IN EACH UNIT</b>	Addressed by Open Court Reading Green Section		
<b>WRITING STANDARDS ACROSS UNITS</b>	Writing Process and Routine Writing: <b>W. 1.4</b> (development and organization), <b>W. 1.5</b> (plan, revise, edit), <b>W. 1.10</b> (routine writing) <b>W. 1.8</b> Gather info, take notes, sort evidence		
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	W.1 Opinion W.5 Focus on a topic W.7 Shared research and writing projects W.8. Recall information	W.1 Opinion W.5 Focus on a topic W.7 Shared research and writing projects W.8. Recall information	W.1 Opinion W.5 Focus on a topic W.6. Use technology to produce and publish W.7 Shared research and writing projects W.8. Recall information
<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	Conducting Discussions: <b>SL. 1.1</b> (engage collaboratively) Report Findings: <b>SL. 1.6</b> (use formal English when appropriate)		
<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions

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	<p>SL.3. Ask/answer questions about what a speaker says</p> <p>SL.4. Describe people, places, things, events</p> <p>a. Memorize and recite poems</p> <p>SL.5. Add visuals to descriptions</p> <p>SL.6. Produce complete sentences</p>	<p>SL.3. Ask/answer questions about what a speaker says</p> <p>SL.4. Describe people, places, things, events</p> <p>a. Memorize and recite poems</p> <p>SL.5. Add visuals to descriptions</p> <p>SL.6. Produce complete sentences</p>	<p>SL.3. Ask/answer questions about what a speaker says</p> <p>SL.4. Describe people, places, things, events</p> <p>a. Memorize and recite poems</p> <p>SL.5. Add visuals to descriptions</p> <p>SL.6. Produce complete sentences</p>
<b>LANGUAGE STANDARDS IN EACH UNIT</b>	<p>Study and apply grammar: <b>L. 1.1</b> (grammar and usage), <b>L. 1.2</b> (conventions), <b>L. 1.3</b> (spoken vs. written)</p> <p>Study and apply vocabulary: <b>L. 1.4</b> (word meaning), <b>L. 1.6</b> (academic &amp; domain-specific vocabulary)</p>		
<b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b>	<p>L.1. Grammar and usage</p> <p>L.1a. Print all upper/lowercase</p> <p>L.1b. Use common, proper, possessive nouns</p> <p>L.1c. Use singular and plural nouns with verbs</p> <p>L.1d. Pronouns</p> <p>L.1e. Use verbs: past, present, and future</p> <p>L.1f. Use adjectives</p> <p>L.1g. Use conjunctions</p> <p>L.1 h. Use determiners</p> <p>L.1 i. Use prepositions</p> <p>L.1 j. Respond with all types of complete sentences</p> <p>L.2. Capitalization, punctuation, and spelling</p> <p>L.2a. Capitalize dates/ names</p> <p>L.2b. End punctuation</p> <p>L.2c. Commas in dates/series</p> <p>L.2d. Spelling patterns/ irregular</p>	<p>L.1. Grammar and usage</p> <p>L.1a. Print all upper/lowercase</p> <p>L.1b. Use common, proper, possessive nouns</p> <p>L.1c. Use singular and plural nouns with verbs</p> <p>L.1d. Pronouns</p> <p>L.1e. Use verbs: past, present, and future</p> <p>L.1f. Use adjectives</p> <p>L.1g. Use conjunctions</p> <p>L.1 h. Use determiners</p> <p>L.1 i. Use prepositions</p> <p>L.1 j. Respond with all types of complete sentences</p> <p>L.2. Capitalization, punctuation, and spelling</p> <p>L.2a. Capitalize dates/ names</p> <p>L.2b. End punctuation</p> <p>L.2c. Commas in dates/series</p> <p>L.2d. Spelling patterns/ irregular</p>	<p>L.1. Grammar and usage</p> <p>L.1a. Print all upper/lowercase</p> <p>L.1b. Use common, proper, possessive nouns</p> <p>L.1c. Use singular and plural nouns with verbs</p> <p>L.1d. Pronouns</p> <p>L.1e. Use verbs: past, present, and future</p> <p>L.1f. Use adjectives</p> <p>L.1g. Use conjunctions</p> <p>L.1 h. Use determiners</p> <p>L.1 i. Use prepositions</p> <p>L.1 j. Respond with all types of complete sentences</p> <p>L.2. Capitalization, punctuation, and spelling</p> <p>L.2a. Capitalize dates/ names</p> <p>L.2b. End punctuation</p> <p>L.2c. Commas in dates/series</p> <p>L.2d. Spelling patterns/ irregular</p> <p>L.2e. Spelling patterns</p>



# SAUSD Common Core Aligned Curriculum Map: **ELA Grade 1 – 2014-15**

	<p>L.2e. Spelling patterns                      L.4. Clarify meaning of unknown/multi-meaning words                      L.4a. Sentence level context clues                      L.4b. Meaning from affixes                      L.4c. Use root word as clue                      L.5. Understanding of word relationships/nuances                      L.5a. Sort words in categories</p>	<p>L.2e. Spelling patterns                      L.4. Clarify meaning of unknown/multi-meaning words                      L.4a. Sentence level context clues                      L.4b. Meaning from affixes                      L.4c. Use root word as clue                      L.5. Understanding of word relationships/nuances                      L.5a. Sort words in categories</p>	<p>L.4. Clarify meaning of unknown/multi-meaning words                      L.4a. Sentence level context clues                      L.4b. Meaning from affixes                      L.4c. Use root word as clue                      L.5. Understanding of word relationships/nuances                      L.5a. Sort words in categories</p>
<p><b>ELD STANDARDS                      CENTRAL TO THIS                      UNIT</b></p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements.                      Part 1B.7 Describe the language writers or speakers use to present an idea.                      Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience.                      Part IIB 3-5 Using verbs, nouns and modifiers                      Part II C6 Connecting ideas</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements.                      Part 1B.7 Describe the language writers or speakers use to present an idea.                      Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience.                      Part IIB 3-5 Using verbs, nouns and modifiers                      Part II C6 Connecting ideas</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements.                      Part 1B.7 Describe the language writers or speakers use to present an idea.                      Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience.                      Part IIB 3-5 Using verbs, nouns and modifiers                      Part II C6 Connecting ideas</p>
<p><b>CROSS-CONTENT/                      REAL WORLD                      CONNECTIONS</b></p>	<p>Social Studies:                      Goods and services</p>	<p>Science:                      Weather, States of matter</p>	<p>Social Studies:                      Maps , continents, oceans</p>

# SAUSD Common Core Aligned Curriculum Map: **ELA Grade 1 – 2014-15**

## Third Trimester

	<b>UNIT 7</b> Beg. March – early April	<b>UNIT 9</b> Mid April – mid May	<b>UNIT 10</b> Mid May- Mid June
<b>District Assessments</b>	ELA Mid-Year Benchmark (3/13-3/20/14)	MAP Math (5/20-6/8)  DIBELS (5/20-6/8)	Writing Proficiency #3 (6/1 – 6/5) ADEPT (6/3- 6/12)
<b>TITLE</b>	<b>Keep Trying</b> <b>OCR Unit 7</b>	<b>Being Afraid</b> <b>OCR Unit 9</b>	<b>Homes Around the World</b> <b>Common Core Unit of Study</b>
<b>END OF UNIT PERFORMANCE TASK</b>	Narrative Writing:  Students will write about a time they had to persevere to achieve a goal. They will introduce the topic, write three sentences about their experience, and provide a sense of closure.	Narrative Writing:  Students will tell write about a time they were afraid. They state the cause of their fear (introduce the topic), the setting and what they did about their fear. They will provide a sense of closure by telling about the result of their actions (are they still afraid? Have they overcome the fear?)	Students will write about a climate zone and the type of home you might build there, including the natural resources you might use.
<b>BIG IDEAS AND ESSENTIAL QUESTION</b>	<p>“To reach a goal takes perseverance.”</p> <ol style="list-style-type: none"> <li>1. When is it smart to keep trying?</li> <li>2. What does it mean to meet your goal?</li> <li>3. When is it okay to stop trying?</li> </ol>	<p>“Everyone is afraid of something and we all have different ways to deal with fear.”</p> <ol style="list-style-type: none"> <li>1. What do you do when you are frightened of something or someone?</li> <li>2. How can you help someone overcome a fear?</li> <li>3. What are some unhealthy ways to deal with our fears?</li> <li>4. What are some healthy ways we can deal with our fears?</li> </ol>	<p>“There is a relationship between the environment and how people live.”</p> <ol style="list-style-type: none"> <li>1. What are some environments people live in?</li> <li>2. How does location affect climate?</li> <li>3. How does climate determine how people live?</li> <li>4. How does location affect the way people build their homes now and in the past?</li> <li>5. How does environment influence the materials used to build their homes?</li> <li>6. What is the relationship between environment and people’s homes?</li> </ol>

# SAUSD Common Core Aligned Curriculum Map: **ELA Grade 1 – 2014-15**

<b>COMPLEX TEXTS</b>	<p><b>Anchor-</b> “Itsy Bitsy Spider”</p> <p><b>Standard-</b> “The Kite”, “The Garden”, “The Way of an Ant”</p> <p><b>Read Aloud-</b> “The Fox and the Grapes”, “The Hare and the Tortoise” “In 1776” “74<sup>th</sup> Street”</p> <p><b>Optional-</b></p> <p><b>Science text:</b> McMillan Science Chapter1: Lessons 1-3</p>	<p><b>Anchor</b> “My Brother Is Afraid of Just About Everything”</p> <p><b>Optional</b> “Little Miss Muffet”</p> <p><b>Read Aloud</b> “We’re Going on a Bear Hunt”</p> <p><b>Standard</b> “Strange Bumps”</p>	<p><b>Anchor Text:</b> “Homes Around the World”, “Climate Zones”, video text: “</p> <p><b>Standard Text:</b> “Animal Homes”</p>
<b>CONTENT STANDARDS</b>	<p>Science:</p> <p>LS2a Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.</p> <p>LS2b Students know both plants and animals need water, animals need food and plants need light.</p> <p>LS2e Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.</p> <p>IE 4a Draw pictures that portray some features of the thing being described.</p> <p>IE 4b Record observations and data with pictures, numbers or written statements.</p> <p>IE 4e Make new observations when discrepancies exist between two descriptions of the same object or phenomenon.</p>	N/A	<p>Science</p> <p><b>Earth Sciences 1.3</b> Weather can be observed, measured, and described. As a basis for understanding this concept:<b>b.</b> Students know that the weather changes from day to day but that trends in temperature or rain (or snow) tend to be predictable during a season.<b>c.</b> Students know the sun warms the land, air, and water.</p> <p><b>Social Studies 1.2</b> Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</p> <p><b>1.2.11.</b> Locate on maps and globes their local community, California, the United States, <b>the seven continents, and the four oceans.</b> <b>1.2.4.</b> Describe how location, weather, and physical environment affect the way people live, <b>including the effects on their</b> food, clothing, <b>shelter,</b> transportation, and recreation.<b>1.4</b> Students compare and contrast everyday life in different places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p>

# SAUSD Common Core Aligned Curriculum Map: **ELA Grade 1 – 2014-15**

<b>READING STANDARDS ACROSS UNITS</b>	Citing Evidence and Analyzing Content: <b>RL. 1.1 &amp; RI. 1.1.</b> (ask/answer questions), <b>RL. 1.2 &amp; RI. 1.2</b> (main idea) Studying and applying vocabulary: <b>RL. 1.4 &amp; RI. 1.4</b> (academic and domain-specific vocabulary) Reading grade-appropriate literature and informational text: <b>RL. 1.10 &amp; RI. 1.10</b> (complex text)		
<b>READING STANDARDS CENTRAL TO THIS UNIT</b>	RL1.1 Ask/Answer questions. RL1.2 Retells stories and understand message/lesson RL1.3 Character setting and major events RL1.4 Words and phrases that suggest feelings or senses RL1.7 Use illustrations and details to describe characters, settings or events RL1.9 Compare and contrast character adventures RL1.10 Read prose and poetry of appropriate complexity. <ul style="list-style-type: none"> <li>a. Activate prior knowledge</li> <li>b. Confirm predictions</li> </ul>	RL1.1 Ask/Answer questions RL1.2 Retell stories and understand message/lesson RL1.3 Character setting and major events RL1.4 Words and phrases that suggest feelings or senses RL1.6 Identify points of view RL1.7 Use illustrations and details to describe characters, settings or events RL1.9 Compare and contrast character adventures RL1.10 Read prose and poetry of appropriate complexity. <ul style="list-style-type: none"> <li>a. Activate prior knowledge</li> <li>b. Confirm predictions</li> </ul>	RI1.1 Ask/Answer questions. RI1.2 Main idea and key details RI1.3 Describe connections RI1.4 Clarify meaning of words RI1.5 Use various text features/structures RI1.6 Distinguish information from pictures or words. RI1.7 Use illustrations and details. RI1.9 Identify similarities and difference between two texts on same topic. RI1.10 Complex text <ul style="list-style-type: none"> <li>a. Activate prior knowledge</li> <li>b. predictions</li> </ul>
<b>READING FOUNDATIONAL STANDARDS IN EACH UNIT</b>	Addressed by Open Court Reading Green Section		
<b>WRITING STANDARDS ACROSS UNITS</b>	Writing Process and Routine Writing: <b>W. 1.4</b> (development and organization), <b>W. 1.5</b> (plan, revise, edit), <b>W. 1.10</b> (routine writing) <b>W. 1. 8</b> Gather info, take notes, sort evidence		
<b>WRITING STANDARDS CENTRAL TO THIS UNIT</b>	W.3 Narrative W.5 Focus on a topic W.8. Recall information	W.3 Narrative W.5 Focus on a topic W.8. Recall information	W.3 Narrative W.5 Focus on a topic W.6. Use technology to produce and publish W.8. Recall information

# SAUSD Common Core Aligned Curriculum Map: **ELA Grade 1 – 2014-15**

<b>SPEAKING and LISTENING STANDARDS ACROSS UNITS</b>	Conducting Discussions: <b>SL. 1.1</b> (engage collaboratively) SL 1.2 (Ask and answer questions) Report Findings: <b>SL. 1.6</b> (use formal English when appropriate)		
<b>SPEAKING and LISTENING STANDARDS CENTRAL TO THIS UNIT</b>	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences	SL.1. Participate in collaborative conversations SL.1a. Follow discussion rules SL.1b. Build on others’ talk SL.1c. Ask for clarification SL.2. Ask & answer key ideas/details SL.2a. 2-step oral directions SL.3. Ask/answer questions about what a speaker says SL.4. Describe people, places, things, events a. Memorize and recite poems SL.5. Add visuals to descriptions SL.6. Produce complete sentences
<b>LANGUAGE STANDARDS ACROSS UNITS</b>	Study and apply grammar: <b>L. 1.1</b> (grammar and usage), <b>L. 1.2</b> (conventions), <b>L. 1.3</b> (spoken vs. written) Study and apply vocabulary: <b>L. 1.4</b> (word meaning), <b>L. 1.6</b> (academic & domain-specific vocabulary)		
<b>LANGUAGE STANDARDS CENTRAL TO THIS UNIT</b>	L.1. Grammar and usage L.1a. Print all upper/lowercase L.1b. Use common, proper, possessive nouns L.1c. Use singular and plural nouns with verbs L.1d. Pronouns L.1e. Use verbs: past, present, and future L.1f. Use adjectives L.1g. Use conjunctions L.1 h. Use determiners	L.1. Grammar and usage L.1a. Print all upper/lowercase L.1b. Use common, proper, possessive nouns L.1c. Use singular and plural nouns with verbs L.1d. Pronouns L.1e. Use verbs: past, present, and future L.1f. Use adjectives L.1g. Use conjunctions L.1 h. Use determiners	L.1. Grammar and usage L.1a. Print all upper/lowercase L.1b. Use common, proper, possessive nouns L.1c. Use singular and plural nouns with verbs L.1d. Pronouns L.1e. Use verbs: past, present, and future L.1f. Use adjectives L.1g. Use conjunctions L.1 h. Use determiners L.1 i. Use prepositions L.1 j. Respond with all types of complete

# SAUSD Common Core Aligned Curriculum Map: ELA Grade 1 – 2014-15

	<p>L.1 i. Use prepositions  L.1 j. Respond with all types of complete sentences  L.2. Capitalization, punctuation, and spelling  L.2a. Capitalize dates/ names  L.2b. End punctuation  L.2c. Commas in dates/series  L.2d. Spelling patterns/ irregular  L.2e. Spelling patterns  L.4. Clarify meaning of unknown/multi-meaning words  L.4a. Sentence level context clues  L.4b. Meaning from affixes  L.4c. Use root word as clue  L.5. Understanding of word relationships/nuances  L.5a. Sort words in categories  L.5b. Define words by category  L.5c. Identify real-life connections  L.5d. Shades of meaning  L.6 Use acquired words/phrases</p>	<p>L.1 i. Use prepositions  L.1 j. Respond with all types of complete sentences  L.2. Capitalization, punctuation, and spelling  L.2a. Capitalize dates/ names  L.2b. End punctuation  L.2c. Commas in dates/series  L.2d. Spelling patterns/ irregular  L.2e. Spelling patterns  L.4. Clarify meaning of unknown/multi-meaning words  L.4a. Sentence level context clues  L.4b. Meaning from affixes  L.4c. Use root word as clue  L.5. Understanding of word relationships/nuances  L.5a. Sort words in categories  L.5b. Define words by category  L.5c. Identify real-life connections  L.5d. Shades of meaning  L.6 Use acquired words/phrases</p>	<p>sentences  L.2. Capitalization, punctuation, and spelling  L.2a. Capitalize dates/ names  L.2b. End punctuation  L.2c. Commas in dates/series  L.2d. Spelling patterns/ irregular  L.2e. Spelling patterns  L.4. Clarify meaning of unknown/multi-meaning words  L.4a. Sentence level context clues  L.4b. Meaning from affixes  L.4c. Use root word as clue  L.5. Understanding of word relationships/nuances  L.5a. Sort words in categories  L.5b. Define words by category  L.5c. Identify real-life connections  L.5d. Shades of meaning  L.6 Use acquired words/phrases</p>
<p><b>ELD STANDARDS  CENTRAL TO THIS  UNIT</b></p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements.  Part 1B.7 Describe the language writers or speakers use to present an idea.  Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience.</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements.  Part 1B.7 Describe the language writers or speakers use to present an idea.  Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience.</p>	<p>Part 1B.6 Describe ideas, phenomenon and text elements.  Part 1B.7 Describe the language writers or speakers use to present an idea.  Part 1B.8 Distinguish how two frequently used words with similar meaning produce different effects on the audience.  Part 2A.1 Understanding text structure  Part 2A.2 Understanding cohesion</p>
<p><b>CROSS-CONTENT/  REAL WORLD  CONNECTIONS</b></p>	<p>Goal setting and perseverance</p>	<p>Dealing with real life problems</p>	<p>Weather, climate zones, maps, continents, oceans</p>