Teresa Hughes Elementary/Magnet School
LOS ANGELES UNIFIED SCHOOL DISTRICT
4242 CLARA STREET, CUDAHY, CALIFORNIA 90201
TELEPHONE: (323) 560-4422; FAX: (323)773-7568

RAMON C. CORTINES
Superintendent of Schools

MARTIN GALINDO
District 6 Superintendent

GRACE E. FULLER
Principal

September 21, 2009

Dear Parents and Community Members,

As you may have heard on August 25th the Board of Education for the Los Angeles Unified School District passed the **Public School Choice Resolution.** This resolution applies to new schools in the community, which includes **South Region Elementary School #3** (the new school on Live Oak & Atlantic) and will require a plan to be developed to meet the needs of the students who will attend that school. The majority of the students for the new school will come from Teresa Hughes Elementary and Corona Avenue Elementary.

Therefore, we are having a meeting to begin having conversations about the vision and plan for the students that will attend **South Region #3** which is scheduled to open in **September 2010**.

We hope that you can join us as we begin this process and in the development of the plan to provide the best educational opportunities for the students in this community.

When:	**Monday, September 28, 2009**
Where:	**Teresa Hughes Elementary School**
	Multi-Purpose Room
Time:	**3:00 – 4:30 pm**

Sincerely,

Beth Fuller
Principal

Tom Garcia
UTLA Chair

Alfonso Duarte
School Site Chair

Public School Choice Resolution Meeting 9/28/09 (1)

Teresa Hughes Elementary/Magnet School
LOS ANGELES UNIFIED SCHOOL DISTRICT
4242 CLARA STREET, CUDAHY, CALIFORNIA 90201
TELEPHONE: (323) 560-4422. FAX: (323)773-7568

RAMON C. CORTINES
Superintendent of Schools

MARTIN GALINDO
District 6 Superintendent

GRACE E. FULLER
Principal

21 de septiembre de 2009

Estimados Padres de Familia y Miembros de la Comunidad:

Como se habrán enterado durante la reunión de la Junta Educativa del Distrito Escolar Unificado de Los Ángeles que se llevó a cabo el 25 de agosto del año actual, los miembros de la junta aprobaron la **Resolución para Escuelas Públicas de Opción**. Dicha resolución se aplica a las escuelas nuevas en la comunidad donde se incluye la **Escuela Primaria #3 de la Región Sur** (la escuela nueva en la Live Oak y Atlantic). Dicha escuela requiere que se desarrolle un plan para cumplir con las necesidades de los alumnos que asistirán a esa escuela y la mayoría de esos alumnos serán los que actualmente asisten a las escuelas primarias Teresa Hughes y Corona.

Debido a los acontecimientos, tendremos una reunión para empezar a conversar sobre la visión y el plan para los alumnos que asistirán a la Escuela Primaria #3 de la Región Sur que se programa será inaugurado en **septiembre del 2010**.

Esperamos contar con su presencia desde el inicio del proceso y durante el desarrollo del plan, para así, ofrecer las mejores oportunidades educativas para los estudiantes de esta comunidad.

Cuando:	**Lunes, 28 de septiembre de 2009**
Donde:	**Escuela Primaria Teresa Hughes**
	Salón de usos múltiples
Hora:	**3:00 – 4:30 p.m.**

Atentamente,

Beth Fuller
Principal

Tom Garcia
Presidente de UTLA

Alfonso Duarte
Presidente del SSC

Public School Choice Resolution Meeting 9.28.09.doc

Teresa Hughes Elementary/Magnet School
LOS ANGELES UNIFIED SCHOOL DISTRICT
4242 CLARA STREET, CUDAHY, CALIFORNIA 90201
TELEPHONE: (323) 560-4422; FAX: (323)773-7568

RAMON C. CORTINES
Superintendent of Schools

MARTIN GALINDO
District 6 Superintendent

GRACE E. FULLER
Principal

Octubre del 2009

Dear Parents and Community Members,

We have scheduled our next community meeting to continue having our discussions regarding the development of the **Public School Choice Plan** for **South East Region Elementary School # 3** (Live Oak and Atlantic). Thank you to the sixty parents and teachers that attended our first meeting held on September 28th.

At our next meeting we will share the information gathered from our initial meeting as well as continue addressing such items as assessments/school data, curriculum/ instruction, and other areas listed in the plan. Again the purpose of this meeting is to continue having conversations about the new school and the development of the plan that will best serve the students who will attend South East Region Elementary School #3 in September 2010. We hope that you are able to come and share your ideas.

When: **Monday, October 12, 2009**
Time: **6:00 pm- 7:30 pm**
Where: **Teresa Hughes Elementary School**
Multi-Purpose Room

We look forward to seeing you on the 12th.

Sincerely,

Beth Fuller
Principal

Tom Garcia
UTLA Chair

Alfonso Duarte
SSC Chair

Teresa Hughes Elementary/Magnet School
LOS ANGELES UNIFIED SCHOOL DISTRICT
4242 CLARA STREET, CUDAHY, CALIFORNIA 90201
TELEPHONE: (323) 560-4422; FAX: (323)773-7568

RAMON C. CORTINES
Superintendent of Schools

MARTIN GALINDO
District 6 Superintendent

GRACE E. FULLER
Principal

October 2009

Estimados Padres y miembros de la comunidad,

Hemos planificado nuestra próxima reunión de la comunidad para continuar teniendo nuestras platicas con respecto a la **Resolución para Escuelas Públicas de Opción** para la **Escuela Primaria #3 de la Región Sur** (la escuela nueva en la Live Oak y Atlantic). Gracias a los sesenta padres y maestros que asistieron nuestra primera reunión que tomó lugar el 28 de septiembre.

En nuestra próxima reunión nosotros compartiremos la información colectada de nuestra primera reunión y continuaremos hablando sobre los temas como los datos de evaluaciones/escolares, el currículo/instrucción, y otras áreas que mencionaron en el plan. Nuevamente el propósito de esta reunión es de continuar conversaciones acerca de la nueva escuela y el desarrollo del plan para mejor servir a los estudiantes que asistirán a la **Escuela Primaria #3 de la Región Sur** en septiembre del 2010. Esperamos que usted pueda venir y compartir sus ideas.

Cuándo: Lunes, 12 de octubre del 2009
Hora: 6:00 pm – 7:00 pm
Dónde: Escuela Elemental Teresa Hughes
Salón multi-usos

Esperamos verlos el día 12.

Sincerely,

Beth Fuller
Directora

Tom Garcia
Presidente de UTLA

Alfonso Duarte
Presidente del SSC

Bell.Cudahy- Questions and Responses to Public School Choice

How will the school promote a positive academic and social environment?

*Will the school have a magnet program?

*Having an auditorium.

*Offer bilingual classes

*Parent Involvement: like SSC with majority being parents, evening meetings, bilingual translators.

*What school calendar?

*Healthy meals

*Afterschool – sports/activities

*Art – music for children

*Accountability, transparency for teachers and administrators

*Will there be technology: computers, etc.

*Will there be a library?

How can Southeast Region #3 ensure that your child begins the road to a college or career program?

*Will there be counselors to advise students about the career/college pathway?

*Parents must be behind the scenes making sure their children are supported.

*Community college students involved at the school as models for students.

*More parent workshops to help parents help their children & increase parent involve.

*Provide parents with information on local college, expenses and requirements.

9/28/09

Have a program in school to remind students about college

*Collaboration between school and colleges by having college student work/volunteer at the school.

*Award scholarships for college.

*Name the classrooms after colleges and universities.

How can we guarantee that we have participation from all parents and community members?

*Make parent participation mandatory

*Have the parents commit in terms of a contract

*Have different options for volunteering

*As parents we have to make the time needed to help our children.

*Attend parent workshops.

*As the Principal what is your opinion with the District's Policy which requires parents that volunteer more than 16hrs. a week be fingerprinted which costs $65.00.

Cultivating a culture of parent involvement

*How can we get our city officials to support our schools?

*We need coordination between the District and Police Agencies/City Gov't.

*Maybe Rotary Club, Chamber of Commerce, businesses can assist us with funding scholarships.

What hours of operation would you like to see?

Instructional hours:

- 8:00 – 2:30
- 8:15 – 2:55
    - add art, music in addition to core instruction

*Have flexible hours so teachers who commute don't have to leave for work so early

*Do we have the flexibility to decide when we hold Banked Time

*Evening performances.

How can the cities' community leaders support the school's effort to ensure that the students become model citizens and give back to their community?

*Develop a program to keep community leaders/teachers revitalize the community and reward college grads so they remain in the community by providing home loan funding or discount.

*How will the school hire the staff in particular teachers, support staff, etc.

*Will this school or the SE Middle School be School Choice Schools?

*If we want model citizens we should invite politicians, sports figures, etc. to speak with students about what it takes to become successful.

Suggestions form meeting times and dates.

*Morning meeting

*Evening meeting

superintendent@lausd.net

1. **What types of recognition would you like the school to have in order to promote academic success for students?**

Student of the week/month

Achieve success first then give recognition

Set up foundation that ensures success

Instead of so many certificates, another type of recognition could be a trip or excursion

Attendance-perfect class attendance incentive

Recognizing student by sending note home

Recognition for attendance, citizenship and behavior

¿Que tipo de reconocimientos le gustaría fueran ofrecidos en la escuela para promover el éxito académico entre los estudiantes?

Que primero logren el éxito y después reciban el reconocimiento

Crear cimientos que aseguren el éxito

En vez de recibir varios certificados podrían participar en un paseo o excursión

Incentivos para los salones de clases que tengan asistencia perfecta

Reconocer al estudiante enviando una nota a la casa

Reconocer al estudiante no solo por su progreso académico sino también por su asistencia, civismo y conducta

2. **What additional kinds of support are necessary for our students' academic success?**

Afterschool tutoring or intervention

Early identification of struggling students

Additional support (summer programs)

Summer Camp Programs (academic or non-academic)

Math Club/Reading Club

10/12/09

¿Cuáles son los otros tipos de apoyo que hacen falta para el progreso académico de nuestros estudiantes?

Tutoría o intervención académica a la salida de la escuela

Identificar con anticipación a los estudiantes que enfrentan dificultades académicas

Otros tipos de apoyo (programas durante el verano)

Programas durante los veranos (académicos y no académicos)

Club de matemáticas o lectura

Tutoria

Ofrecer intervención académica a los estudiantes en grupos

Apoyar las materias de arte

Oportunidades para que el maestro discuta y desarrolle un plan después que el alumno que enfrenta dificultades académicas haya sido identificado

Articulación vertical

Evitar interrupciones durante la lección de las materias principales, tales como, sacar al estudiante del salón cuando el maestro esta impartiendo esas u otras materias

Club de tareas

3. How often do you want to be informed of your child's progress? What do you want it to look like?

Weekly or biweekly progress reports for academics and behavior

Phone calls

¿Con que frecuencia le gustaría ser informado sobre el progreso académico de su hijo(a)? ¿Cómo le gustaría ser informado?

Recibir informes sobre el progreso académico o de conducta cada semana o cada quincena

Llamadas telefónicas

4. What can the school do to ensure that all cultures are valued and respected?

Cultural Awareness Assembly

Embedded into the Social Studies and Science Curriculum

Value-without to the within (world-country-state……)

Universal Cultural Awareness

Multicultural literature in classroom libraries

Parents and students should have input in selection of library books

Honoring of languages

Contacting consulate of cultural backgrounds

¿Qué puede hacer la escuela para asegurar que todas las culturas sean valuadas y respetadas?

Tener asambleas durante conmemoraciones culturales

Integrándolo al plan de estudios en las materias de estudios sociales y ciencias

Valorando sin importar el país o estado

Estando conscientes de que existen culturas universales

Tener libros de literatura multicultural en las bibliotecas

Los padres y estudiantes deben ser parte al seleccionar los libros de las bibliotecas

Honrando todos los idiomas

Contactando a los consulados de otras culturas

5. What services/programs would you like the school/community to provide to provide to promote accelerated learning?

Identify the "giftedness" in each child

Foster the talents students may want to develop

Psychologist

Nurse

Counselors

Family Center (health partnership)

Partnership from businesses to serve the community and school

Parent Education Workshops

Family Math, Literature Night

Instruction aides with flexibility in scheduling

Accessing senior citizens as volunteers (ensuring we develop that respect in our students)

Develop Community Service Model

¿Qué clase de servicios o programas le gustaría se ofrecieran en las escuelas para promover un aprendizaje rápido?

Lo que pudiera identificar "el don" que cada estudiante posee

Lo que acepte aquel talento que el estudiante posee y quiere desarrollar

Servicios psicológicos

Servicios de enfermeras

Servicios de consejeros

Un centro familiar (aliado con servicios de salubridad)

Una alianza con los comerciantes para servir a la comunidad y a la escuela

Talleres educativos para los padres de familia

Teresa Hughes Elementary/Magnet School
LOS ANGELES UNIFIED SCHOOL DISTRICT
4242 CLARA STREET, CUDAHY, CALIFORNIA 90201
TELEPHONE: (323) 560-4422; FAX: (323)773-7568

RAMON C. CORTINES
Superintendent of Schools

MARTIN GALINDO
District 6 Superintendent

GRACE E. FULLER
Principal

October 2009

Estimados Padres y miembros de la comunidad,

Hemos planificado nuestra próxima reunión de la comunidad para continuar teniendo nuestras platicas con respecto a la **Resolución para Escuelas Públicas de Opción** para la **Escuela Primaria #3 de la Región Sur** (la escuela nueva en la Live Oak y Atlantic). Gracias a los sesenta padres y maestros que asistieron nuestra primera reunión que tomó lugar el 28 de septiembre.

En nuestra próxima reunión nosotros compartiremos la información colectada de nuestra primera reunión y continuaremos hablando sobre los temas como los datos de evaluaciones/escolares, el currículo/instrucción, y otras áreas que mencionaron en el plan. Nuevamente el propósito de esta reunión es de continuar conversaciones acerca de la nueva escuela y el desarrollo del plan para mejor servir a los estudiantes que asistirán a la **Escuela Primaria #3 de la Región Sur** en septiembre del 2010. Esperamos que usted pueda venir y compartir sus ideas.

Cuándo: Lunes, 12 de octubre del 2009
Hora: 6:00 pm – 7:00 pm
Dónde: Escuela Elemental Teresa Hughes
Salón multi-usos

Esperamos verlos el día 12.

Sincerely,

Beth Fuller
Directora

Tom Garcia
Presidente de UTLA

Alfonso Duarte
Presidente del SSC

PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

October 12, 2009

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Numero de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Emmit Campbell	teacher (THES)	951 313 4799	6607 Bougainvillea Ct. Rancho Cucamonga 91739	emmitcampbell @yahoo.com
2. Aracani Torres	teacher	562 716 6169	Elizabeth Learning Center	art3303@lausd.net
3. Alejandra Vera	teacher	562-756-7515	" "	acv3068@lausd
4. Nancy Rios		323-327-1171	4020 Live Oak St #D	[illegible]
5. Yasmina Lizarraga		(323) 773-4403	4032 Live oak St	
6. Megan Boyd	teacher (ELC)	562-305-0794	Elizabeth L.C.	mBoyd@UTLA.net
7. Beth Fuller	Adm.	560-4422	4242 Clara St.	
8. Nestor E. Valencia	Parent	(310) 749-6801	7115 So. Luis Ave.	Bellresidentclub6330@hotmail.com
9. Soledad [illegible]	Teresa Hughes Parent Liaison	(323) 560-4422	4242 Clara st	msg4999@lausd.net
10. Alfonso Duarte	Teacher (THES)	"	"	axd9518@lausd.net
11.				
12.				
13.				
14.				
15.				

PUBLIC SCHOOL CHOICE RESOLUTION:dra

PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

October 12, 2009

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Numero de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Maria Gonzalez	LAUSD (ELC)	(323) 271-6300		mgonza41c lausd.net
2. Wilma Ramirez	LAUSD (ELC)	(323) 771-3362		wbr lausd.net
3 Adriana Alvarado	PARK AVE	323) 562-0383		
4. Maria Alvarez	Hughes / ELC	323-562-3040		
5 Betty Forrester	UTLA	213.447.5860		bforrester@utla.net
6. Martha Milian				
7. TERRI ARNOLD				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

Los Angeles Unified School District/Distrito Escolar Unificado de Los Ángeles
Local District 6/Distrito Local 6
Community/Parent Meeting
Thursday, October 22, 2009/Jueves 22 de octubre del 2009
5:30 – 7:00 p.m.
Teresa Hughes Elementary School – Escuela Primaria Teresa Hughes

Name/Nombre	Title/Titulo	Office/School/Other Oficina/Escuela/Otro	Home Telephone/ Teléfono de Casa
Maria Gonzalez	Teacher	ELC	
Maria Cortez	Parent	Teresa Hughes	(323)773-5220
Silvia Gutierrez	Parent	Teresa Hughes	(323)562-60-72
Uber Arzate	Padre	Teresa Hughes	(323)771-0429
Sergio Valenzuela	padre	Teresa Hughes	323) 569-9871
Angelica Garcia	padre	Theresa Hughes	(323)773-9621
Soledad Gomez	Parent Liaison	Teresa Hughes	(323)500-4422
Armanda Cortez	Parent	Teresa Hughes	(562) 712-5885
Clif de Cordoba	Administrator	HP-Bell Community Adult Sch	323/826-2400
Bertha A. Meza	Padre	Teresa Hughes	(323)584-0296
[illegible]	Teacher	EhC	714-537-8944

Sign in for LD6 Community Mtg.-Hughes ES 10-22-09

Los Angeles Unified School District/Distrito Escolar Unificado de Los Ángeles
Local District 6/Distrito Local 6
Community/Parent Meeting
Thursday, October 22, 2009/Jueves 22 de octubre del 2009
5:30 – 7:00 p.m.
Teresa Hughes Elementary School – Escuela Primaria Teresa Hughes

Name/Nombre	Title/Titulo	Office/School/Other Oficina/Escuela/Otro	Home Telephone/ Teléfono de Casa
Arucani Torres	Teacher	ELG	
Eddie Caize			
Elvia Solorio	Parent	teresa Hughes	323) 7732838
Alejandro Cervantes	parent	Teresa Hughes	323 606 2789
[illegible]	Teacher		
Enrique [illegible]	Parent		323-[illegible]
Ramona Carrera	parent	Teresa Hughes	(323) 773-6457
Maria Alvarez	Parent	Teresa / ELC	323) 562-3040
Karmina Lizarraga	Ariadne Lizarraga	Teresa Hughes	(323) 773-4403
Dave Clark	Teacher	[illegible]	
Nestor Enrique Valencia	Parent	[illegible]	(323) 771-4520
Gabriela Contreras	Padre	Teresa Hughes	323) 562-6806

Sign in for LD6 Community Mtg -Hughes ES 10-22-09

Los Angeles Unified School District/Distrito Escolar Unificado de Los Ángeles

Local District 6/Distrito Local 6

Community/Parent Meeting

Thursday, October 22, 2009/Jueves 22 de octubre del 2009

5:30 – 7:00 p.m.

Teresa Hughes Elementary School – Escuela Primaria Teresa Hughes

Name/Nombre	Title/Titulo	Office/School/Other Oficina/Escuela/Otro	Home Telephone/ Teléfono de Casa
Janet Provencio	Parent	THE / Bell High	323 793-2287
Emma Flores	parent	Ochoa	323 562-0579
Tomas Lopez	parent	Teresa Hughes	323 771-7904
Maria Sanchez	Parent.	Teresa Hughes.	
Maythew Segura	Parent	Teresa Hughes	N/A
Pineda, Marissa	parent	Teresa Hughes	323-562-1183
Mary Rubalcava	Parent	Martha Escutia	(323) 774-8186
Rebecca Porter	teacher	Teresa Hughes	

Sign in for LD5 Community Mtg.-Hughes ES 10-22-09

Los Angeles Unified School District/Distrito Escolar Unificado de Los Ángeles

Local District 6/Distrito Local 6

Community/Parent Meeting

Thursday, October 22, 2009/Jueves 22 de octubre del 2009

5:30 – 7:00 p.m.

Teresa Hughes Elementary School – Escuela Primaria Teresa Hughes

Name/Nombre	Title/Titulo	Office/School/Other Oficina/Escuela/Otro	Home Telephone/ Teléfono de Casa
Beth Fuller	Principal	THE	560-4422
Veronica Barajas	Parent		562) 879-2830
Veronica Plascencia	EL Coord.	Teresa Hughes ES	(323)373-4336

Sign in for LD6 Community Mtg.-Hughes ES 10-22-09

LOS ANGELES UNIFIED SCHOOL DISTRICT
CORONA AVENUE ELEMENTARY SCHOOL
3825 Bell Avenue, Bell, CA 90201
TELEPHONE (323) 560-1323 FAX (323)560-8166

Ramon C. Cortines
Superintendent
Martin Gallndo
Local District
Jack Baumann
Principal

October 20, 2009

Dear Parents and Community Members,

We have scheduled our next communitty meeting to continue having our discussions regarding the development of the **Public School Choice Plan** for **South East Region Elementary School #3** (Live Oak and Atlantic).

At our next meeting we will share the information gathered from our initial meeting as well as continue addressing such items as assessments/school data, curriculum/instruction, and other areas listed in the plan. Again the purpose of this meeting is to continue *having conversations about the new school and the development of* the plan that will best serve the students who will attend South East Region Elementary School #3 in September 2010. We hope that you are able to come and share you ideas.

When: **Monday, October 26, 2009**
Time: **8:30a.m. – 10:00a.m.**
Where: **Corona Avenue Elementary School Auditorium**

We look forward to seeing you on the 26th.

Sincerely,

Jack Baumann
Principal

Corona Avenue Elementary School
3825 Bell Avenue
Bell, CA 90201

Parent Workshop

Topic: Informativa **Date:** 10-26-09

Name	Date	Phone	Teacher's Name
1. M. Claudia Pizano	10-26-09	(323) 7730752	M. Robles.
2. Rosalinda Garcia	10-26-09	(323) 585-5096	Mrs. Murphy
3. Daysi Hernandez	10-26-09	(323) 6744583	1/5 #46
4. Teresa Mendoza	10-26-09	323 5855275	Ms - DIAZ. Mrs Cervantes
5. Alma Torres	10/26/09	(323) 589-6218	Mr. Robles Mrs Cervantes
6. Olga Rivera	10/26/09	323) 582-5434	Mrs. J. Lopez
7. Debora Martinez	10/26/09	(323) 5858473	Mrs. I Lopez
8. Emma Pacheco	10-26-09	323 5606810	Ms Yamamura
9. Alejandra Millan	10-26-09	323 5607781	Ms Park Ms Hung
10. Maricela Rangel	10-26-09	323 588-1782	Mr. Carvajal.
11. Marisela Marmolejo	10-26-09	(323) 581-1552	Mr. carvajal

NAME	DATE	PHONE	Teacher's Name
12. CRISTOBAL MARMOLEJO	10/26/09	(323)581-1552	Mr. CARBAJAL
13. Santos. N. Salguero	10/26/09	(323)587-8772	Mr Bustamante
14. Maria Robles	10/26/09	323)535-71-25	m. Park m. McDaniel
15. Maria Suarez	10-26-09	(323)587-4970	Ms. Becerra
16. DIANA CORTEZ	10-26-09	323) 562 4577	Ms Murphy Mr. Arenas Mr. Gregory
17. Rosa Rodriguez	10/26/09	323) 581-0285	Miss Ramirez
18. Evangelina Sandoval	10/26/09	323) 388-7449	Ms. Richardo Mrs Ramirez
19. Bertha Gomez	10/26/09	323) 562 0654	Mr. Robles
20. Rosa Bautista	10/26/09	(323)567-7396	Mr. Quezada
21. Ana Figueroa	10/26/09	323)560-6730	Mr. Robles
22. Alexandra Terán	10/26/09	(323) 562 1964	
23. Ana Martinez	10-26-09	(562)676-5978	
24. Angelica Martinez	10-26-09	773 5951	Ms Gallivan Ms Becerra
25. Asalia Leal	10/26/09	323 528-5513	Mr. Robles
26. ANDREA MADRID	10/26/09	585-0782	Ms Pichardo & Mrs Machado

Corona Avenue Elementary School
3825 Bell Avenue
Bell, CA 90201

Parent Workshop

Topic: _____ **Date:** _____

Name	Date	Phone	Teacher's Name
1. Daria Gonzalez	10-26-09	(323) 562-2237	Mrs Angulo
2. Lidwina Cortez	10-26-09	323) 359-5866	Miss Gallivan
3. Sara Dominguez	10-26-09	(323) 560 6810	Ms Machado
4. Maria Gomez	10/26/09	323 563-5620	Isaacson 4-9
5. Mercedes Tecorral	10/26/09	323 309-5999	Mr. Pak
6. Benjamin Figueroa	10/26/09	323) 551-1679	Ms Quezada
7. Monica Alcala	10/26/09	(323) 830-3952	Mrt Oropesa Mis patrone
8. Ramona Valenzuela	10/26/09	323 584-3544	Ms. Montes Ms Corona
9. Marcus Billson	10/26/09	323-585-8237	Martha Escutia Principal
10. Rosa I Galaviz	10/26/09	(323)424-8446	
11. Luis Figueroa	10/26/09	(323)521-1671	MR. MONTEZ

REVISED 11/9/09

ELIZABETH LEAR NG CENTER
NOVEMBER 2009
MONTH AT A GLANCE

REVISED 11/9/09

Sun	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
01	02	03 -CAHSEE Exam Gr. 11 & 12	04 -CAHSEE Exam Gr. 11 & 12	05 -Principal's 'Koffee' Klatch (topic is Charter Schools) 8:00 A.M. and 6:30 P.M.	06 -CNC Conference -Jog A-Thon 3:30-5:30	07
08	09 -Elem Instrumental Music -Book Fair Begins-Library -MS Trk C Intersession Begins -EL Tutoring Aud. -H.S. Science Tutoring Rm. 407	10 -El. Dance All Day– Aud.	11 -Veteran's Day School Closed	12 -Explore Testing, Gr. 8 7:30—12:30 Aud. -Pre K Parent Class Rm. 33 -HS Audiometrist Testing all day -El. Tutoring Gr. 4 & 5 Aud.	13 -Explore Testing, Gr. 8 -Cafe De Soul 5:00—8:00 - Debate Team @ Bell H.S.	14 -CPR Training 8:00 a.m.-12:30 p.m.-Aud. - Debate Team @ Bell H.S. 8 a.m.—5 p.m. -Academic Decathlon Scrimmage @Garfield H.S. 7
15	16 -T-rack, A & B Elementary Parent/Teacher Conferences Shortened Day 2:02 p.m. -Beckham Academy All Day	17 -Track A & B Elementary Parent/ Teacher Conferences -ELAC/CEAC Mtg. Aud. 8:AM -Early Dismissal A Trk El. 1:41 A Trk HS 1:38 B Trk MS 1:38	18 -El. Chorus– Aud. All Day -Track A & B Elementary Parent/ Teacher Conferences Shortened Day 2:02 p.m. -M.S. ESL After School Tutoring in Room 11 -B Trk Recruitment All Day -H.S. Geometry Tutoring Rm. 3	19 -TK A & B Elementary Parent/ Teacher Conferences Shortened Day 2:02 Dismissal -M. S. B Trk Parent/Teacher Conferences From 4 p.m.—6 p.m -H.S. Geometry Tutoring Rm. 3	20 -Leadership Thanksgiving Dinner Aud. 5—10 p.m. -B Trk M.S.Shortened Day 1:56 Dismissal	21
22	23 Beckham Academy All Day	24 -FALL FESTIVAL -SHAKE Training 1:45 -El. Dance All Day– Aud. -Early Dismissal A Trk. El.—1:41 A Trk HS PD– 1:38 B Trk MS PD– 1:38	25 -El. Chorus– Aud. All Day -Minimum Day, Elementary—1:23 Middle School—12:18 High School– 12:18	26 School Closed Thanksgiving	27 School Closed Thanksgiving Holiday	28
29	30 Beckham Academy All Day					

Book Fair Nov. 9 thru Nov. 20– Library

*All dates subject to change

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LOS ANGELES UNIFIED SCHOOL DISTRICT
ELIZABETH LEARNING CENTER
4811 Elizabeth Street, Cudahy, CA 90201
Telephone (323)271-3600 Fax (323) 560-8412

Ramon C. Cortin
Superintendent of S

Martin Galindo
Superintendent
District 6

Sharon Sweet
Principal

JAY + 323-773-7548 MS. FULLER

Coffee with the Principal

Date: 11/05/09

NAME:	TELEPHONE #
Ma Carmen Hernandez	(323) 973-38-65
Maria Ines Lopez	(323) 562-4314
Erika Rodriguez	323) 921-72 15
Reyna L. Manjivar	
Fortunato Duran	(323) 562-21 77
Mireya Duran	X X X X
Consuelo Hernandez	323-577 0854
Sonia Alvarado	(323) 771 0249
Maria del R. Aguayo	(323) 5608733
Tania Gonzalez	(323) 773-6995
Laura Manzo	(323) 560-8368
Paul Orellana	(323) 582-9275
Pamela Munguia	(323) 771-5375
Letty Gutierrez	(323) 560-1867
LIDIA MONGE	323 560 10 59
Iyana Lopez	(323) 773-3679
Yolanda M. Lopez	(323) 773-1315
Carmela Dominguez	(323) 773-48-86
Irma Bautista	323 562 3507

4811 Elizabeth Street, Cudahy, CA 90201
Telephone (323)271-3600 Fax (323) 560-8412

Martin Galindo
Superintendent
District 6

Sharon Sweet
Principal

Coffee with the Principal

Date:_____

NAME:	TELEPHONE #
Ruth Nanni Cervantes	
Concepcion Toscano	
Teresa Gonzalez	
Albina Cervantes	
Martha J Fuentes	
Bertha Muñoz	
Susana Macias	
James G. Barajas	
Wendy Flores	
Jessica Caballero	
NOEMI DELGADO	
Juana D. Delgado	
Maria L. Tellez	
Veronica Reyes	
Alma Acosta	
Adriana Alvarado	
Leticia Guzman	
Martha Fierro	
Elizabeth Plascencia	
ISIDRA LEYVA	
Beatriz Rivera	

ELIZABETH LEARNING CENTER
4811 Elizabeth Street, Cudahy, CA 90201
Telephone (323)271-3600 Fax (323) 560-8412

Superintendent of School

Martin Galindo
Superintendent
District 6

Sharon Sweet
Principal

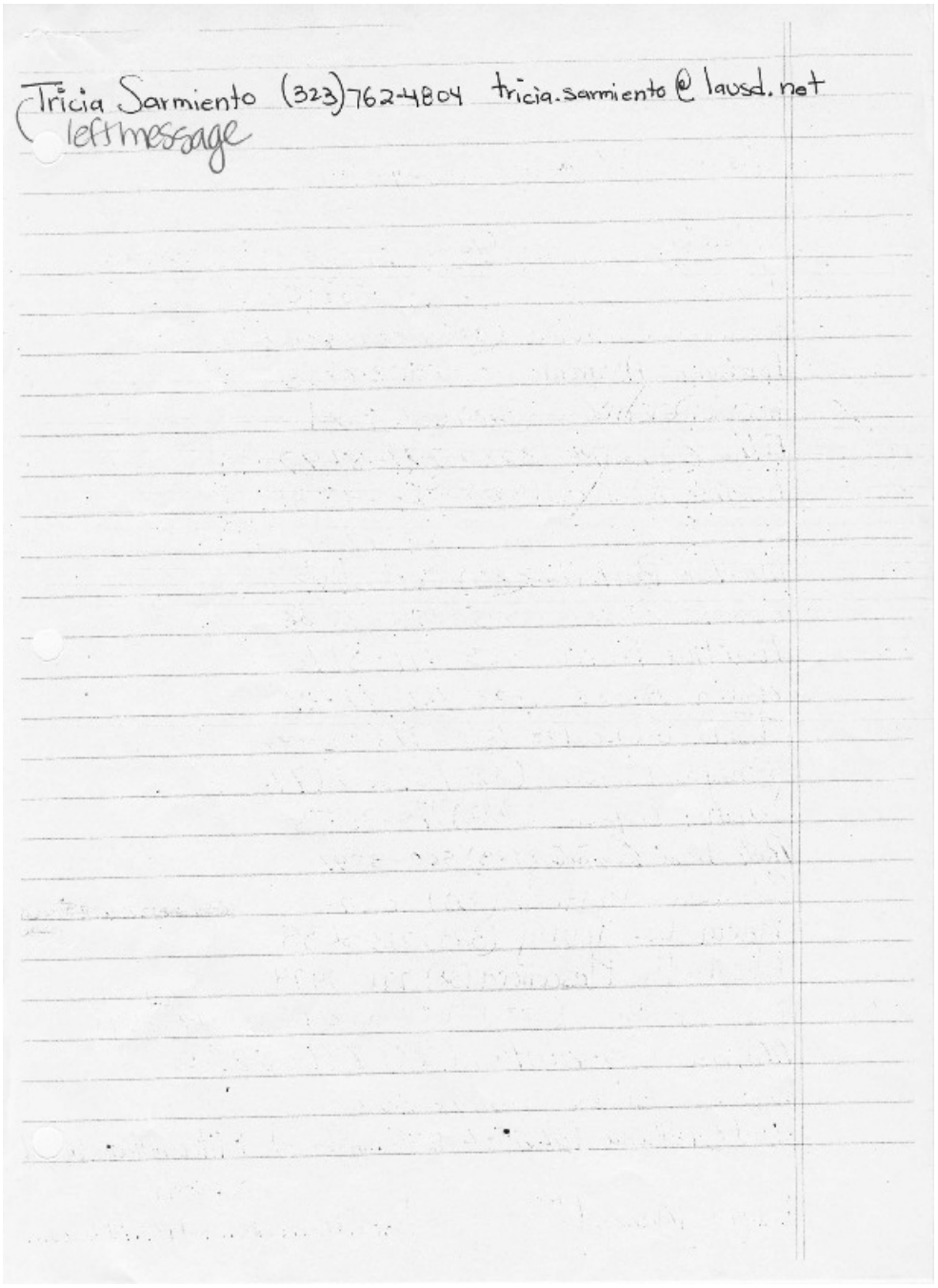
Coffee with the Principal

Date:_____

NAME:	TELEPHONE #
Maricela Prado	(323) 771-0690
Maria Flores	(323) 562-52-41
Silvia Casas	
Tricia Sarmiento	(323) 762-4804
Mari Flores	(323) 773-6245

Estoy interesada en ayudar

Nombre	Telefono afternoon	e-mail
Pamela Munguia	(323) 771-53-75	Yes
Norma Contreras	(323) 500-8093	Yes
Adriana Alvarado	323) 562-0383	Yes
NOEMI DELGADO	(323) 638-8301	left message
Elia Ocampo	(323) 771-8147	Yes
Bertha Muñoz	(323) 560-9831	Disconnected
Beatriz Rivera	323-5621751	left message
Martha Renteria	323) 560-6449	Yes
Carmela Ramirez	323 173-48-86	No answer
Martha Fierro	323 771-8170	will try to come picking up her children
Maria Flores	323 713-79-43	left message
Tania Gonzalez	(323) 773-6995	Disconnected
Mireya Duran	(323) 562 2177	
Juana Lopez	(323) 773-3678	Dr. App
Ruth Naomi Fernandez	(323) 560-3891	Yes
Carmen Beltran	(323) 562-7105	left message [redacted]
Maria L. Young	(323) 773-8635	No answer
Elizabeth Plascencia	(323) 771-7974	No answer
Jose Flores ← Maria Flores	(323) 773-6245	cell or 919-7595
(son) left message	Albina Cervantes (323) 771-8220	Yes
Yessica Caballero	(323) 773 21 23	Angie Friend left message
Saul Orellana	(323) 582-9275 MASSAGE	tolitoorellana@yahoo.com
→ No answer		
No answer ← Laura Manzo	(323 560-8368)	www.MarianoMiranda67.Yahoo.com
Maria Imelda Lopez	(323) 867-4311	working@that-time.


Tricia Sarmiento (323)762-4804 tricia.sarmiento@lausd.net
left message

APPENDIX 2a
Schedule &
English/Language Arts

Year One Proposed Daily Schedule and Cyclic Curricular Exploration rotation
Primary ***Schedule (K-2nd) Sample Schedule Option A***

SLC 1- (Sciences)		SLC 2- (Humanities)	
7:45-10:00	English/Language Arts	7:45-10:25	English/Language Arts
10:00-10:20	RECESS (20 minutes structured Play time)	10:25-10:45	RECESS (20 minutes structured Play time)
10:20-10:45	Continue English/Language Arts	10:45-11:45	Math
10:45-11:45	Math	11:45-12:25	ELD/ALD
11:45-12:25	LUNCH	12:25-1:05	LUNCH
12:25-1:05	ELD/ALD	1:05-2:05	**Cyclic Curricular Exploration**
1:05-2:05	**Cyclic Curricular Exploration**	2:05-2:50	Workshop (IWT, Intervention, mixing based on ability)
2:05-2:50	Workshop (IWT, Intervention, mixing based on student need)	2:50-3:00	Closing/Dismissal
2:50-3:00	Closing/Dismissal	3:00-4:00	SLC planning/PLC/ Committee meetings
3:00-4:00	SLC planning/PLC/ Committee meetings		

Primary Cyclic Curricular Exploration Rotation:

SCIENCE	SOCIAL STUDIES	MUSIC/DANCE	HEALTH/P.E.	VISUAL ARTS	DRAMA
K	1st	2nd	K	1st	2nd
1st	2nd	K	1st	2nd	K
2nd	K	1st	2nd	K	1st

Upper Grade Schedule

SLC 1		SLC 2	
7:45-9:00	**Cyclic Curricular Exploration**	7:45-9:00	**Cyclic Curricular Exploration**
9:00-10:00	Math	9:00-10:25	Language Arts
10:00-10:20	RECESS (20 minutes structured Play time)	10:25-10:45	RECESS (20 minutes structured Play time)
10:20-11:45	Language Arts	10:45-11:45	Math
11:45-12:25	LUNCH	11:45-12:25	ELD/ALD
12:25-1:15	**STUDENT LED PROJECT BASED LEARNING**	12:25-1:05	LUNCH
1:15-1:55	ELD/ALD	1:05-1:55	**STUDENT LED PROJECT BASED LEARNING**
1:55-2:50	Workshop/Intervention	1:55-2:50	Workshop/Intervention
2:50-3:00	Closing/Dismissal	2:50-3:00	Closing/Dismissal
3:00-4:00	SLC planning/ PLC/Committee meetings	3:00-4:00	SLC planning/PLC/ Committee meetings

Thursdays: 2:00 dismissal.
2:00-3:00 Banked Time (Staff meetings and Professional Development)
(The final schedule will be determined through the collaboration of the selected staff.)

Mixing students between the 2 SLC's (with 8 teachers)*

SCIENCE	SOCIAL STUDIES	MUSIC	HEALTH	PE	VISUAL ARTS	DANCE	DRAMA
3rd	4th	5th	6th	3rd	4th	5th	6th
4th	5th	6th	3rd	4th	5th	6th	3rd
5th	6th	3rd	4th	5th	6th	3rd	4th
6th	3rd	4th	5th	6th	3rd	4th	5th

*Numbers to be determined by actual student enrollment

WORKSHOP: This time may be used for Independent Work Time, for intervention, or for mixing within grade level based on student needs. This time will be set aside for teachers to work with students in small group settings. Students in small groups will be able to relearn, review or receive challenge based on their individual needs. The teacher will also be able to utilize this time to assess students individually and to conference with the student regarding their performance.

Cyclic Curricular Exploration (K-2nd): Each teacher will be responsible for teaching a single subject to all the students within the SLC based on their area of expertise and interest. Each rotation will be 1 week long and each class will rotate through the teacher every 3 weeks. For instance, the science teacher will teach Kindergarten science the first week, 1st grade the next week, and 2nd grade the following week. Then he/she will resume the rotation again. During that week, the teacher will deliver teacher directed lessons that will lead into project based learning from the students.

Cyclic Curricular Exploration (3rd-6th): Each teacher will be responsible for teaching a single subject to all the students within the SLC based on their area of expertise and interest. Each rotation will be 1 week long and each class will rotate through the teacher every 4 weeks. The instruction will be teacher directed lessons based on subject area.

STUDENT Project Based Learning (3rd-6th): Students will work on projects based on projects based on teacher directed lessons. Students will have the opportunity to create their own projects independently/cooperatively, and present their work to their classmates. They will also self-reflect and self-assess their projects on student created rubrics.

Table of correlation between arts learning and the cognitive capabilities and motivations to learn with regards to language arts:

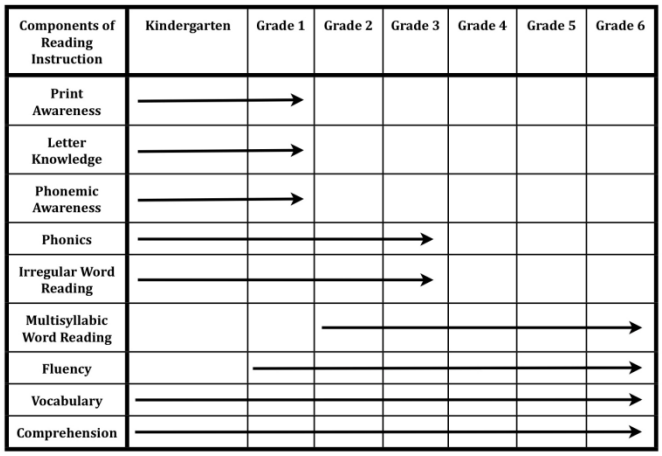
Arts Learning	Cognitive Capacities and Motivations to Learn
Visual Arts	
Drawing	Content and organization of writing
Visualization Training	Sophisticated reading skill/interpretation of text
Reasoning about art	Reasoning about scientific images
Instruction in visual arts	Reading readiness
Music	
Early childhood music training	Cognitive development
	Quality of writing
Music listening	Spatial reasoning
Piano/keyboard learning	Long-term spatial temporal reasoning
Piano and voice	Self-efficacy
Music performances	Self-concept
	Reading
Instrument training	English skills for English Language Learners

Music with language learning	
Classroom Drama	
Dramatic enactment	Story comprehension Character identification Character motivation Increasing peer interaction Writing proficiency and prolixity Skills with subsequently read, unrelated text Problem-solving strategies
Dance	
Traditional Dance	Self-confidence Reading Skills Nonverbal Reasoning Creativity in poetry
Creative Dance	General creative thinking - fluency General creative thinking - originality, elaboration, flexibility
Multi-arts Programs	
Integrated arts/academics	Reading, verbal skills Creative thinking Cognitive engagement Instructional practice at the school Self-confidence Paying attention Ownership of learning Collaboration skills Higher-order thinking skills
Arts-rich school environment	
* *The Arts, Language, and Knowing: An Experimental Study of the Potential of the Visual Arts for Assessing Academic Learning by Language Minority Students*, DeJarnette, 1997	

Reading/Language Arts Instruction is Systematic

Bell/Cudahy Partners in Education believe that an explicit, systematic approach to reading/language arts instruction must not only include phonemic awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel, 2000), but also print awareness, letter knowledge, irregular word reading, and multisyllabic word reading (CORE, 2008) for students exceed the state standards and reach their full potential. A working definition of each component is listed below.

Reading Strand



Print Awareness

In Kindergarten and First Grade, students will understand and create an appreciation of the forms and the functions of printed language (Gunn, Simmons, and Kame'enui, 1998). Students with print awareness know how to handle a book, where on the page to begin reading, and the difference between a letter and a word. To promote print awareness teachers will create a print-rich environment, provide plenty of read-aloud experiences, and embed print-referencing cues (ask questions, make comments, and pose requests about print), point to print when talking about the story, and track print when reading (CORE, 2008). Assessments can be informal asking basic questions such as, "point to" or "show" parts of the book. Assessments should take place one-on-one in a quiet, comfortable environment. Identify which students need additional support and determine whether the pace of instruction should be increased, decreased, or remain the same, with special care within the first six months of school (CORE, 2008).

Letter Knowledge

In Kindergarten and First Grade, students will master letter knowledge (letter names, letter shapes, letter sounds, and letter formation (handwriting)). Through informal experiences, most children will learn to sing or recite at least part of the alphabet in order by age three and the entire alphabet song by age five (Worden and Boettcher, 1990). When children start school, however, they need formal instruction that will help them name, recognize, and write letters. This formal instruction should be systematic and planned (Ehri and Roberts, 2006). Some strategies for learning letter knowledge are reciting or singing the alphabet, recognizing and naming all upper- and lower-case letters, and identifying the sound a letter makes in and out of sequence. Assessments can be conducted using CORE Literacy Library, Assessing Reading: Multiple Measures, 2nd Edition, 2008, or teacher created assessment.

Phonemic Awareness

In Kindergarten and First Grade, students master phonemic awareness in four levels of development: word, syllable, onset-rime, and phoneme. As students progress through the levels, they will learn to blend, segment, and manipulate words, syllables, and onsets and rimes in spoken language. This explicit and modeled instruction creates a strong foundation for phonemic awareness when it's learned in a systematic way, helping students to hear the way language sounds, include what it means (Blachman, 2000). For our English-language learners, phonemic awareness is just as crucial for learning to read as it is for English-only learners (Chiappe, Sidgel, and Gottardo, 2002). The National Reading Panel (2000) concluded "that the amount of phonemic awareness instruction should be influenced by the goals of

instruction, how many skills are being taught, whether letters are included, and students' prior phonological skills. They also concluded that more instruction is not necessarily better." Here are some general guidelines: Kindergarten, 10-15 minutes per day; First Grade, about 10 minutes for the first three months of the school year. For students who need intervention: Kindergarten, an additional 15 minutes per day, three or four times a week, for 10 weeks; First Grade, an additional 15 minutes per day, three or four times per week, for as long as needed; Second Grade and above, about 15 minutes per day, three or four times a week, for as long as needed. "The most reliable and informative method of assessing phonological awareness is in-depth, individual testing" (Lane & Pullen, 2004). Assessments can be conducted using CORE Literacy Library, Assessing Reading: Multiple Measures, 2nd Edition, 2008, or teacher created assessment.

Phonics

In Kindergarten through Third Grade, students will receive phonics instruction primarily using the synthetic approach. "In this systematic and explicit approach, students learn how to transform letters and letter combinations into sounds and then blend (synthesize) the sounds together to form recognizable words. Furthermore, students are provided with practice materials in the form of short decodable books or stories. These texts contain words that offer students an opportunity to use the sound/spelling relationships they have learned or are learning" (CORE, 2008). "The aim of phonics instruction is to help children acquire alphabetic knowledge and use it to read and spell words" (Ehri, 2004). Steven Stahl and colleagues reviewed the basic concepts of phonics and came up with a list of identifiable elements to good phonics instruction. Their findings determined that good phonics instruction develops understanding of the alphabetic principle, incorporates phonemic awareness, provides sufficient practice in reading words, leads to automatic word recognition, and is only one part of a comprehensive reading program (Stahl, Duffy-Hester & Stahl, 1998). "Systematic phonics instruction is effective in preventing reading difficulties among at-risk students and in helping children overcome reading difficulties" (Armbruster, Lehr & Osborn, 2001). Assessment and intervention should begin as soon as reading problems are diagnosed. Assessments can be conducted using CORE Literacy Library, Assessing Reading: Multiple Measures, 2nd Edition, 2008. Research show that students who have not mastered phonics (automaticity) by the beginning of second grade are at risk of reading failure (Berninger, 2003). For older readers, decoding text becomes more complex, include multisyllabic words, therefore, assessments and instruction need to also include advanced morphological and orthographical knowledge (Henry, 2003).

Irregular Word Reading

In Kindergarten through Third Grade, students need to be systematically introduced to irregular (high-frequency) words once they can read regular CVC words at a rate of about one word every three seconds. "Children don't learn 'irregular' words as easily or quickly as they do 'regular' words. Therefore, children need to be taught 'irregular' high-frequency words with explicit instruction" (Pikulski, 2006). Basic guidelines for teaching irregular words include: 1) Introduce high-frequency words before low-frequency words; 2) Do not introduce too many words at once; 3) Introduce new words before they appear in connected text; 4) Cumulatively review previously taught words every day; and 5) Provide opportunities for students to use the words (CORE, 2008). Assessments can be conducted using CORE Literacy Library, Assessing Reading: Multiple Measures, 2nd Edition, 2008, or another research based high-frequency word list test.

Multisyllabic Word Reading

In Second through Sixth Grade, students will receive multisyllabic word recognition strategies to increase their ability to decode multisyllabic words that generally carry the meaning in content area text. "If students are going to be successful at inferring the meaning of derived words by analysis of morphemes,

they first need to read the words accurately" (Carlisle & Stone, 2005). Once students have mastered the decoding of single syllable words, they should begin decoding multisyllabic words. Generally, longer multisyllabic words begin to appear in third grade text. Learning the different types of syllables and dividing principles are an essential strategy for unlocking the pronunciation of long words (Archer, 2006). Assessments can be conducted using CORE Literacy Library, Assessing Reading: Multiple Measures, 2nd Edition, 2008, or another research based multisyllabic word reading assessment.

Fluency

In First through Sixth Grade, students will receive fluency instruction, a critical component of learning to read (National Reading Panel, 2000). According to Hudson, Lane, and Pullen (2005), "reading fluency is made up of at least three key elements: ***accurate*** reading of connected text at a conversational ***rate*** with appropriate ***prosody*** or expression." Vocabulary also effects fluency. When a student knows the meaning of an unfamiliar word through the use of their oral language, they're fluency increases. Plus, the less time it takes to access the meaning of a word the less likely a students is to slow down their reading. Fluency instruction will take on many forms, including, but limited to, Independent Silent Reading, Assisted Reading (teacher/peer/prerecorded), and Repeated Oral Reading. There are many research-based methods of Repeated Oral Reading Instruction including:

- Timed Repeated Oral Reading
- Self-Timed Repeated Oral Reading
- Partner Reading
- Phrase-Cued Reading
- Reader's Theatre
- Radio Reading
- Choral Reading
- Duet Reading
- Echo Reading
- Reading with Recordings

Fluency-Oriented Reading Instruction (FORI) is an integrated approach for fluency instruction that combines repeated oral reading, teacher- and peer-assisted reading with independent silent reading (Stahl, Heubach, and Cramond, 1997). It has shown to be highly effective with English-language learners to improve reading fluency (Morrow, Kuhn, and Schwanedflugel, 2006). When to develop each type of fluency instruction is dependent on each individual child, but following a general guideline can assist teachers in determining when it may be necessary to administer further diagnostic assessments. Here are some general guidelines from CORE Literacy Library: Teaching Reading Sourcebook 2nd Edition, 2008):

Types of Instruction	Kindergarten	Grade 1	Grade 2	Grades 3-5	Grade 6 & above
Letter Naming Fluency	X	X			
Sound/Spelling Fluency	X	X			
Regular Word Reading Automaticity	X	X	X		
Irregular Word Reading Automaticity	X	X	X		
Multisyllabic Word Reading Automaticity			X	X	X
Reading Decodable Text	X	X	X		
Prosody - Phrasing		X	X	X	
Prosody - Expressiveness		X	X	X	
Reading Connected Text (Narrative and Informational)		X	X	X	X
Modeled Fluent Reading	X	X	X	X	X
Independent Silent Reading	X	X	X	X	X

Once a reader can decode text automatically, they can then devote their attention to comprehending what they are reading.

Vocabulary

In Kindergarten through Sixth Grade students will receive oral and print (receptive and productive) vocabulary instruction. Teachers and students understand that there are four levels to describe a person's word knowledge: 1) have never seen or heard the word before, 2) have seen or heard the word before, but I don't know what it means, 3) vaguely know the meaning of the word; can associate it with a concept or context, and 4) know the word well; can explain it and use it (Dale, 1965). Over the course of each year, students will progress through these levels with thousands of grade-level appropriate and above grade-level words, ever increasing their word knowledge to improve their comprehension and love of reading. The National Reading Panel (2000) concluded there is no single researched-based method for teaching vocabulary. It is recommended to use a wide variety of methods for vocabulary instruction. Our teachers and students will focus on Intentional (Beck, 2002) vocabulary instruction (Specific Word Instruction, Word-Learning Strategies, and Word Consciousness) and Incidental vocabulary learning (rich oral-language experiences, listening to books read aloud, and reading widely on their own), while also giving students the opportunity to extend their independent reading experiences outside school hours (Cunningham, 2005). Vocabulary development is especially important to English-language learners. Findings indicate that modifying research-based strategies used with EO students, also aid the development in ELLs (Calderon, 2005). Three strategies worth noting are: 1) cognates, 2) meanings of basic words (Dale-Chall List), and 3) review and reinforcement of read-alouds, teacher directed activities, and audiotapes (August, 2005). Assessments will include universal screening and ongoing formative assessments created, by each Small Learning Community, closely tied to instructional content.

Comprehension

In Kindergarten through Sixth Grade students will receive extensive comprehension instruction. The RAND Reading Study Group (RRSG, 2002) defines reading comprehension as "the process of simultaneously extracting and constructing meaning through interactions and involvement with written text." Teachers and students acknowledge that reading comprehension consists of three key elements – the reader, the text, and the activity – all set within a context (RRSG, 2002). The level of comprehension depends on the reader's abilities in speed and accuracy of decoding, reading fluency, vocabulary size, general world knowledge, and knowledge of specific comprehension strategies. Our overall reading instruction will lead each child to this end. "The effective reading processes, or strategies, of a good reader can be explicitly taught, and doing so improves comprehension. Reading comprehension is not an automatic or passive process, but one that is highly interactive and planned" (National Reading Panel, 2000). Pressley and Afflerbach, (1995) have developed a description of a wide range of strategies that good readers use before, during, and after reading.

BEFORE READING	DURING READING	AFTER READING
Set a goal. Preview the text. Predict what the text will say.	Read sequentially, skimming some parts, focusing on others. Reread some sections. Make notes. Tune in to main idea and ideas related to goal. Check and adapt predictions. Monitor and repair comprehension. Connect to world knowledge to make inferences. Paraphrase/summarize passages. Respond to and evaluate text.	Reread selectively. Summarize. Reflect. Think about how information might be used in the future.

Pressley 2002, Pressley and Afferbach, 1995

Using these and other reading comprehension strategies, by Harvey/Goudvis, and Marzano/Pickering/Pollock for English-only learners, Hill/Flynn for English-language learners, and Shade/Kelly/Oberg for Culturally Relevant and Responsive Education, extensively detailed earlier, will insure success for all students.

Writing

In Kindergarten through Sixth Grade students will be guaranteed writing instruction that stems from six guiding principles (Calkins, 2006);

- There are fundamental traits of all good writing and students write well when they learn these traits.
- Using a writing process to teach the complex task of writing increases student achievement.
- Students benefit from teaching that offers direct instruction, guided practice, and independent practice.
- To write well, writers need ample time to write every day.
- A well-rounded curriculum provides support for struggling writers and English-language learners.
- Writing and reading are joined processes, and students learn best when writing and reading instruction are coordinated.

Writing instruction in all grades will be modeled after Writer's Workshop. Each writing session will include a structure mini-lesson that includes direct instruction with explicit modeling of skills and strategies necessary to improve their knowledge as a writer, independent writing time that includes teacher and/or peer conferencing, and a share time where you convene with students to share with them something positive you've notice or allowing students to share their new learning. Our motto is: Help the Writer, Not the Writing. This way our focus stays on developing independent writers, not perfect

papers to display on the walls. Students will write daily as a part of a month-long unit of study ranging from personal narrative to poetry - from revision to literary essay. All grade levels will create their own units of study, approximately one per month, designed to exceed state writing standards. Cross-grade articulation will take place to ensure continuity between classes and grades. Here's an example of a year in 4th grade:

4th Grade Writing Calendar	
September	Launching Writing Workshop - Narrative Writing
October	Raising the Level of Narrative Writing
November	The Personal Essay
December/January	Writing Fiction
January/February	Literary Essays: Writing about Reading
March	Poetry
April	Informational Reports
May	Persuasive Writing
June	Memoir Writing

Over the last four years, the National Assessment of Educational Progress (NAEP) has disaggregated data to show progress in writing in ten large urban cities, including New York City, while using the Writing Workshop model. In a three span, New York City schools made a 10% gain, in a population where 85% of them are eligible for free and reduced lunch. A little closer to home, L.A.U.S.D.'s Corona Avenue Elementary has shown incredible gains since beginning implementing Writer's Workshop in 2007. Using the data from California Standards Tests (4th grade writing assessment), Corona Avenue had the following results: 9% proficient in 2007; 42% proficient in 2008; and 69% proficient in 2009. Student proficiency increased over 700% in fewer than two years. Writer's Workshop is tailor made for English-language learners, accelerated learners, and students with disabilities. Classrooms designed for Writer's Workshop are "organized in such a clear, predictable, consistent way that children quickly become comfortable participating in their ongoing structures. When teachers follow the routines of Writer's Workshop day after day, students can focus their energies on trying to figure out how to do their work rather than on worrying over what they will be expected to do…The Writer's Workshop is *by definition* always individualized"(Calkins, 2006). Assessments are ongoing in the form of teacher conferences, share time, students' writer's notebooks, and in-progress and published works.

Materials

Teachers may used any materials necessary, designed to support our standard-based, research-based curriculum, to provide exceptional instruction in language arts to all students including, but not limited to: District and State mandated materials, core literature sets, leveled readers, anthologies, systematic phonic materials, trade books, content-area texts, multimedia presentations, internet sources, magazines, newspapers, video/audio podcasts, student/teacher generated charts and books, publish text/media supporting language arts, dictionaries, thesauruses, and encyclopedia.

Grade Kindergarten: Scope and Sequence – English/Language Arts

Sequence of Skills	Standards Taught	Instructional Materials, Strategies and Approaches	Assessments
Trimester 1: September, October, November			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	*Concepts About Print* 1.1 Identify the front cover, back cover, and title page of a book. 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. *Phonemic Awareness* 1.10 Identify and produce rhyming words in response to an oral prompt. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word. 1.13 Count the number of sounds in syllables and syllables in words. *Decoding and Word Recognition* 1.14 Match all consonant and short-vowel sounds to appropriate letters. *Vocabulary and Concept Development* 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). 1.18 Describe common objects and events in both general and specific language.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Phonics-based Resources Reader's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback (Marzano) 2. Nonlinguistic Representations (Marzano) 3. Cues, Questions, and Advanced Organizers (Marzano) 4. Cooperative Learning (Marzano) 5. Summarizing and Note Taking (Marzano) 6. Homework and Practice (Marzano) 7. Reinforcing Effort and Providing Recognition (Marzano) 8. Generating and Testing Hypotheses (Marzano) 9. Identifying Similarities and Differences (Marzano) 10. SDAIE 11. Error Correction Feedback (Thornbury) 12. Explicit-Direct Instruction 13. Multiple-Intelligence (Gardner) 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test)
2.0 Reading Comprehension	*Structural Features of Informational Materials*	Instructional Materials: Teaching Reading	Comprehensive Assessment Plan for Reading:

Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known). **3.0 Literary Response and Analysis** Students listen and respond to stories based on well-known characters, themes, plots, and settings.	2.1 Locate the title, table of contents, name of author, and name of illustrator. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. 2.5 Ask and answer questions about essential elements of a text. *Narrative Analysis of Grade-Level-Appropriate Text* 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels	Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	**1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test)
1.0 Writing Strategies Students write words and brief sentences that are legible.	*Organization and Focus* 1.3 Write by moving from left to right and from top to bottom. *Penmanship* 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper	Instructional Materials: Writer's Workshop Lesson Design Phonics-based Resources	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments)

	spacing of the letters.	Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	*Sentence Structure* 1.1 Recognize and use complete, coherent sentences when speaking.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001)	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE

		Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	**4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test) Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences. **2.0 Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.	*Comprehension* 1.1 Understand and follow one-and two-step oral directions. 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. 2.2 Recite short poems, rhymes, and songs. 2.3 Relate an experience or creative story in a logical sequence.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test)

		Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
	Trimester 2: December, January, February, March		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	*Phonemic Awareness* 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes [e.g., */f, s, th/, /j, d, j/*]. 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. *Decoding and Word Recognition* 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Phonics-based Resources Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Reading Comprehension Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is	*Structural Features of Informational Materials* 2.1 Locate the title, table of contents, name of author, and name of illustrator. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

already known).	2.5 Ask and answer questions about essential elements of a text.	That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	
3.0 Literary Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots, and settings.	*Narrative Analysis of Grade-Level-Appropriate Text* 3.1 Distinguish fantasy from realistic text. 3.3 Identify characters, settings, and important events.	Instructional Materials : Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
1.0 Writing Strategies Students write words and brief sentences that are legible.	*Organization and Focus* 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	Instructional Materials: Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001)	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

		Instructional Strategies: Same as Trimester One	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	*Sentence Structure* 1.1 Recognize and use complete, coherent sentences when speaking.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Reader's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.
1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences. **2.0 Speaking Applications (Genres and Their Characteristics)** Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.	*Comprehension* 1.1 Understand and follow one-and two-step oral directions. 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions. 2.2 Recite short poems, rhymes, and songs. 2.3 Relate an experience or creative story in a logical sequence.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

		Instructional Strategies: Same as Trimester One	
	Trimester 3: April, May, June		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.	*Concepts About Print* 1.1 Identify the front cover, back cover, and title page of a book 1.2 Follow words from left to right and from top to bottom on the printed page. 1.3 Understand that printed materials provide information. 1.4 Recognize that sentences in print are made up of separate words. 1.5 Distinguish letters from words. 1.6 Recognize and name all uppercase and lowercase letters of the alphabet. *Phonemic Awareness* 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes [e.g., */f, s, th/, /j, d, j/*]. 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant). 1.9 Blend vowel-consonant sounds orally to make words or syllables. 1.10 Identify and produce rhyming words in response to an oral prompt. 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds. 1.12 Track auditorily each word in a sentence and each syllable in a word. 1.13 Count the number of sounds in syllables and syllables in words. *Decoding and Word Recognition* 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e.,	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Phonics-based Resources Reader's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

	the alphabetic principle). *Vocabulary and Concept Development* 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). 1.18 Describe common objects and events in both general and specific language.		
2.0 Reading Comprehension Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).	*Structural Features of Informational Materials* 2.1 Locate the title, table of contents, name of author, and name of illustrator. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. 2.5 Ask and answer questions about essential elements of a text.	Instructional Materials : Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
3.0 Literary Response and Analysis Students listen and respond to stories based on well-known characters, themes, plots, and settings.	*Narrative Analysis of Grade-Level-Appropriate Text* 3.1 Distinguish fantasy from realistic text. 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels). 3.3 Identify characters, settings, and important events.	Instructional Materials : Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

		Comprehension, (Keene) Instructional Strategies: Same as Trimester One	
1.0 Writing Strategies Students write words and brief sentences that are legible.	*Organization and Focus* 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events. 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle). 1.3 Write by moving from left to right and from top to bottom. *Penmanship* 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	Instructional Materials: Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.	*Spelling* 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.
1.0 Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences. **2.0 Speaking Applications (Genres**	*Comprehension* 1.1 Understand and follow one-and two-step oral directions. 1.2 Share information and ideas, speaking audibly in complete, coherent sentences. 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.2 Recite short poems, rhymes, and songs. 2.3 Relate an experience or creative story in a logical sequence.	Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	

Grade 1: Scope and Sequence – English/Language Arts

Sequence of Skills	Standards Taught	Instructional Materials, Strategies and Approaches	Assessments
	Trimester 1: September, October, November		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Concepts About Print* 1.1 Match oral words to printed words. 1.2 Identify the title and author of a reading selection. 1.3 Identify letters, words, and sentences. *Phonemic Awareness* 1.4 Distinguish initial, medial, and final sounds in single-syllable words. 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words [e.g., *bit/bite*]. 1.6 Create and state a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words [e.g., change *cow* to *how; pan* to *an*]. 1.8 Blend two to four phonemes into recognizable words [e.g., */c/ a/ t/* = cat; */f/ l/ a/ t/* = flat]. 1.9 Segment single-syllable words into their components [e.g., */c/ a/ t/* = cat; */s/ p/ l/ a/ t/* = splat; */r/ i/ch/* = rich]. *Decoding and Word Recognition* 1.16 Read aloud with fluency in a manner that sounds like natural speech. *Vocabulary and Concept Development* 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Phonics-based Resources Reader's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback (Marzano) 2. Nonlinguistic Representations (Marzano) 3. Cues, Questions, and Advanced Organizers (Marzano) 4. Cooperative Learning (Marzano) 5. Summarizing and Note Taking (Marzano) 6. Homework and Practice (Marzano) 7. Reinforcing Effort and Providing Recognition (Marzano) 8. Generating and Testing Hypotheses (Marzano) 9. Identifying Similarities and Differences (Marzano) 10. SDAIE 11. Error Correction Feedback (Thornbury) 12. Explicit-Direct Instruction	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test)

		13. Multiple-Intelligence (Gardner) 14. Culturally Relevant and Responsive	
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Structural Features of Informational Materials* 2.1 Identify text that uses sequence or other logical order. 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). 2.6 Relate prior knowledge to textual information.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test)
3.0 Literary Response and Analysis Students read and	*Narrative Analysis of Grade-Level-Appropriate Text* 3.1 Identify and describe the	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig,	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–**

respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. 3.2 Describe the roles of authors and illustrators and their contributions to print materials.	Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test)
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process	*Organization and Focus* 1.1 Select a focus when writing. *Penmanship* 1.3 Print legibly and space letters, words, and sentences appropriately.	Instructional Materials: Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions

(e.g., prewriting, drafting, revising, editing successive versions).		Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	Instructional Materials: Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations

		Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Capitalization* 1.7 Capitalize the first word of a sentence, names of people, and the pronoun *I.*	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test) Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical

		14. Culturally Relevant and Responsive	organizers) Project/Standards-Based Assessments Presentations
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Comprehension* 1.1 Listen attentively. 1.2 Ask questions for clarification and understanding. 1.3 Give, restate, and follow simple two-step directions.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test)

2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.3 Relate an important life event or personal experience in a simple sequence.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test)
Trimester 2: December, January, February, March			
1.0 Word Analysis, Fluency, and Systematic Vocabulary	*Decoding and Word Recognition* 1.10 Generate the sounds from all the letters and letter patterns,	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig,	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	including consonant blends and long- and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words [e.g., *the, have, said, come, give, of*]. 1.12 Use knowledge of vowel digraphs and *r*- controlled letter-sound associations to read words. 1.14 Read inflectional forms [e.g., *-s, -ed, -ing*] and root words [e.g., *look, looked, looking*]. 1.15 Read common word families [e.g., *-ite, -ate*].	Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Phonics-based Resources Reader's Workshop Lesson Design Instructional Strategies: Same as Trimester One	
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 Respond to *who, what, when, where,* and *how* questions. 2.3 Follow one-step written instructions. 2.4 Use context to resolve ambiguities about word and sentence meanings. 2.7 Retell the central ideas of simple expository or narrative passages.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Reader's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	*Narrative Analysis of Grade-Level-Appropriate Text* 3.3 Recollect, talk, and write about books read during the school year.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

		Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	*Organization and Focus* 1.2 Use descriptive words when writing.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001)	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Write and speak in complete, coherent sentences. *Grammar* 1.2 Identify and correctly use singular and plural nouns. 1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't)* and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s)* in writing and speaking. *Punctuation* 1.4 Distinguish between	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Phonics-based Resources Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Writer's Workshop Lesson Design	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.

	declarative, exclamatory, and interrogative sentences. 1.5 Use a period, exclamation point, or question mark at the end of sentences. *Spelling* 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.	Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Organization and Delivery of Oral Communication* 1.4 Stay on the topic when speaking. 1.5 Use descriptive words when speaking about people, places, things, and events.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard	2.1 Recite poems, rhymes, songs, and stories.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

1.0.		To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Phonics-based Resources Instructional Strategies: Same as Trimester One	
	Trimester 3: April, May, June		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Decoding and Word Recognition* 1.13 Read compound words and contractions.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Phonics-based Resources Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Structural Features of Informational Materials* 2.1 Identify text that uses sequence or other logical order. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 Respond to *who, what, when, where,* and *how* questions. 2.3 Follow one-step written instructions. 2.4 Use context to resolve ambiguities about word and sentence meanings. 2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words). 2.6 Relate prior knowledge to	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

	textual information. 2.7 Retell the central ideas of simple expository or narrative passages.	To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	*Narrative Analysis of Grade-Level-Appropriate Text* 3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending. 3.2 Describe the roles of authors and illustrators and their contributions to print materials. 3.3 Recollect, talk, and write about books read during the school year.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	*Organization and Focus* 1.1 Select a focus when writing. 1.2 Use descriptive words when writing. *Penmanship* 1.3 Print legibly and space letters, words, and sentences appropriately.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Phonics-based Resources Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events,	2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007)	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.		Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Grammar* 1.3 Identify and correctly use contractions (e.g., *isn't, aren't, can't, won't)* and singular possessive pronouns (e.g., *my/ mine, his/ her, hers, your/s)* in writing and speaking. *Punctuation* 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Comprehension* 1.1 Listen attentively. 1.2 Ask questions for clarification and understanding. 1.3 Give, restate, and follow simple two-step directions. *Organization and Delivery of Oral Communication* 1.4 Stay on the topic when speaking. 1.5 Use descriptive words when speaking about people, places, things, and events.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

		Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.2 Retell stories using basic story grammar and relating the sequence of story events by answering *who*, *what*, *when*, *where*, *why*, and *how* questions. 2.4 Provide descriptions with careful attention to sensory detail.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

Grade 2: Scope and Sequence – English/Language Arts

Sequence of Skills	Standards Taught	Instructional Materials, Strategies and Approaches	Assessments
Trimester 1: September, October, November			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Decoding and Word Recognition* 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations [e.g., *Jan., Sun., Mr., St.*]. 1.5 Identify and correctly use regular plurals [e.g., *-s -es,* -ies] and irregular plurals [e.g., *fly/ flies, wife/wives*].	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Phonics-based Resources Reader's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback (Marzano) 2. Nonlinguistic Representations (Marzano) 3. Cues, Questions, and Advanced Organizers (Marzano) 4. Cooperative Learning (Marzano) 5. Summarizing and Note Taking (Marzano) 6. Homework and Practice (Marzano) 7. Reinforcing Effort and Providing Recognition (Marzano) 8. Generating and Testing Hypotheses (Marzano) 9. Identifying Similarities and Differences (Marzano) 10. SDAIE 11. Error Correction Feedback (Thornbury) 12. Explicit-Direct Instruction	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		13. Multiple-Intelligence (Gardner) 14. Culturally Relevant and Responsive	
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Structural Features of Informational Materials* 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 State the purpose in reading (i. e., tell what information is sought 2.4 Ask clarifying questions about essential textual elements of exposition [e.g., *why, what if, how*]. 2.5 Restate facts and details in the text to clarify and organize ideas.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

3.0. Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	*Narrative Analysis of Grade-Level-Appropriate Text* 3.1 Compare and contrast plots, settings, and characters presented by different authors 3.3 Compare and contrast different versions of the same stories that reflect different cultures.	Instructional Materials : Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows	*Organization and Focus* 1.1 Group related ideas and maintain a consistent focus. *Penmanship* 1.2 Create readable documents	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007)	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments)

they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	with legible handwriting. *Evaluation and Revision* 1.4 Revise original drafts to improve sequence and provide more descriptive detail.	Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail.	Instructional Materials: Units of Study for Primary Writing: A Yearlong Curriculum, (Calkins) Imagine It!, (McGraw Hill/SRA, 2009) Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations

		Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Distinguish between complete and incomplete sentences. 1.2 Recognize and use the correct word order in written sentences. *Capitalization* 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. *Spelling* 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why).* 1.8 Spell basic short-vowel, long-vowel, *r*- controlled, and consonant-blend patterns correctly.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Reader's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing

		Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Comprehension* 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment). 1.2 Ask for clarification and explanation of stories and ideas. 1.3 Paraphrase information that has been shared orally by others. 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). 1.7 Recount experiences in a logical sequence.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). 2.2 Report on a topic with facts and details, drawing from several sources of information.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
	Trimester 2: December, January, February, March		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Decoding and Word Recognition* 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel [= *su/ per*]; vowel-consonant/consonant-vowel [= *sup/ per*]. 1.6 Read aloud fluently and accurately and with appropriate intonation and expression. *Vocabulary and Concept Development* 1.10 Identify simple multiple-meaning words.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Phonics-based Resources Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 State the purpose in reading (i. e., tell what information is sought). 2.6 Recognize cause-and-effect relationships in a text. 2.7 Interpret information from diagrams, charts, and graphs. 2.8 Follow two-step written instructions.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	*Narrative Analysis of Grade-Level-Appropriate Text* 3.1 Compare and contrast plots, settings, and characters presented by different authors 3.3 Compare and contrast different versions of the same stories that reflect different cultures.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	*Research* 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001)	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in	2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

Writing Standard 1.0.			
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Grammar* 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. *Punctuation* 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Reader's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Comprehension* 1.4 Give and follow three-and four-step oral directions. *Organization and Delivery of Oral Communication* 1.5 Organize presentations to maintain a clear focus. 1.8 Retell stories, including characters, setting, and plot. 1.9 Report on a topic with supportive facts and details.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

		Instructional Strategies: Same as Trimester One	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). 2.2 Report on a topic with facts and details, drawing from several sources of information.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) Reader's Workshop Lesson Design To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
	Trimester 3: April, May, June		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Vocabulary and Concept Development* 1.7 Understand and explain common antonyms and synonyms. 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. 1.9 Know the meaning of simple prefixes and suffixes [e.g., *over-, un-, -ing, -ly*].	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Reading Comprehension Students read and understand grade-level-appropriate	*Structural Features of Informational Materials* 2.1 Use titles, tables of contents, and chapter headings to locate	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	information in expository text. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 State the purpose in reading (i. e., tell what information is sought). 2.3 Use knowledge of the author's purpose(s) to comprehend informational text. 2.4 Ask clarifying questions about essential textual elements of exposition [e.g., *why, what if, how*]. 2.5 Restate facts and details in the text to clarify and organize ideas. 2.6 Recognize cause-and-effect relationships in a text. 2.7 Interpret information from diagrams, charts, and graphs. 2.8 Follow two-step written instructions.	Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	*Narrative Analysis of Grade-Level-Appropriate Text* 3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives. 3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose.	*Organization and Focus* 1.1 Group related ideas and maintain a consistent focus. *Penmanship* 1.2 Create readable documents with legible handwriting. *Research*	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons,	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas). *Evaluation and Revision* 1.4 Revise original drafts to improve sequence and provide more descriptive detail.	Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001)	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Punctuation* 1.5 Use quotation marks correctly.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001)	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Comprehension* 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment). 1.2 Ask for clarification and explanation of stories and ideas. 1.3 Paraphrase information that has been shared orally by others. 1.4 Give and follow three-and four-step oral directions. *Organization and Delivery of Oral*	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano,	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

	Communication 1.5 Organize presentations to maintain a clear focus. 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). 1.7 Recount experiences in a logical sequence. 1.8 Retell stories, including characters, setting, and plot. 1.9 Report on a topic with supportive facts and details.	Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). 2.2 Report on a topic with facts and details, drawing from several sources of information.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

Grade 3: Scope and Sequence – English/Language Arts

Sequence of Skills	Standards Taught	Instructional Materials, Strategies and Approaches	Assessments
Trimester 1: September, October, November			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Decoding and Word Recognition* 1.1 Know and use complex word families when reading [e.g., *-ight]* to decode unfamiliar words. 1.2 Decode regular multisyllabic words. *Vocabulary and Concept Development* 1.6 Use sentence and word context to find the meaning of unknown words. 1.7 Use a dictionary to learn the meaning and other features of unknown words.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Phonics-based Resources Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback (Marzano) 2. Nonlinguistic Representations (Marzano) 3. Cues, Questions, and Advanced Organizers (Marzano) 4. Cooperative Learning (Marzano) 5. Summarizing and Note Taking (Marzano) 6. Homework and Practice (Marzano) 7. Reinforcing Effort and Providing Recognition (Marzano) 8. Generating and Testing Hypotheses (Marzano) 9. Identifying Similarities and Differences (Marzano) 10. SDAIE 11. Error Correction Feedback (Thornbury) 12. Explicit-Direct Instruction	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		13. Multiple-Intelligence (Gardner) 14. Culturally Relevant and Responsive	
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Demonstrate comprehension by identifying answers in the text. 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).	*Structural Features of Literature* 3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction). *Narrative Analysis of Grade-Level-Appropriate Text* 3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows	*Organization and Focus* 1.1 Create a single paragraph: a. Develop a topic sentence. b. Include simple supporting facts and details.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007)	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments)

they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).		Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations

		7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Grammar* 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. *Punctuation* 1.5 Punctuate dates, city and state, and titles of books correctly. *Capitalization* 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. *Spelling* 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g.,[*qu*], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., *hair-hare*]. 1.9 Arrange words in alphabetic order.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests

		11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Comprehension* 1.1 Retell, paraphrase, and explain what has been said by a speaker. 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker. *Organization and Delivery of Oral Communication* 1.5 Organize ideas chronologically or around major points of information. 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea. 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Reader's Workshop Lesson Design Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		14. Culturally Relevant and Responsive	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.1 Make brief narrative presentations: b. Provide a context for an incident that is the subject of the presentation. c. Provide insight into why the selected incident is memorable.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

Trimester 2: December, January, February, March			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Decoding and Word Recognition* 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations [e.g., *dog/ mammal/ animal/ living things*]. 1.8 Use knowledge of prefixes [e.g., *un-, re-, pre-, bi-, mis-, dis-*] and suffixes [e.g., *-er, -est, -ful*] to determine the meaning of words.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Structural Features of Informational Materials* 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the	*Narrative Analysis of Grade-Level-Appropriate Text* 3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Phonics-based Resources	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).		Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	*Research* 1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia). *Evaluation and Revision* 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.3 Write personal and formal letters, thank-you notes, and invitations: a. Show awareness of the knowledge and interests of the audience and establish a purpose and context. b. Include the date, proper salutation, body, closing, and signature.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
1.0 Written and Oral English Language Conventions Students write and	*Sentence Structure* 1.1 Understand and be able to use complete and correct declarative, interrogative,	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008)	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.

speak with a command of standard English conventions appropriate to this grade level.	imperative, and exclamatory sentences in writing and speaking. *Grammar* 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. *Punctuation* 1.6 Use commas in dates, locations, and addresses and for items in a series.	Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Comprehension* 1.3 Respond to questions with appropriate elaboration. 1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia). *Organization and Delivery of Oral Communication* 1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, pictures, charts). 1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Reader's Workshop Lesson Design Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about	2.1 Make brief narrative presentations: c. Include well-chosen details to develop character, setting, and plot. 2.2 Plan and present dramatic	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work,	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	(Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) Reader's Workshop Lesson Design To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	
	Trimester 3: April, May, June		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Decoding and Word Recognition* 1.1 Know and use complex word families when reading [e.g., *-ight]* to decode unfamiliar words. 1.2 Decode regular multisyllabic words. 1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words. 1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations [e.g., *dog/ mammal/ animal/ living things*]. 1.6 Use sentence and word context to find the meaning of unknown words. 1.7 Use a dictionary to learn the meaning and other features of unknown words. 1.8 Use knowledge of prefixes [e.g., *un-, re-, pre-, bi-, mis-, dis-*] and suffixes [e.g., *-er, -est, -ful*] to determine the meaning of words.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Phonics-based Resources Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Structural Features of Informational Materials* 2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text. 2.3 Demonstrate comprehension by identifying answers in the text. 2.4 Recall major points in the text and make and modify predictions about forthcoming information. 2.5 Distinguish the main idea and supporting details in expository text. 2.6 Extract appropriate and significant information from the text, including problems and solutions. 2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	*Narrative Analysis of Grade-Level-Appropriate Text* 3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. 3.4 Determine the underlying theme or author's message in fiction and nonfiction text. 3.6 Identify the speaker or narrator in a selection.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	*Penmanship* 1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence. *Evaluation and Revision* 1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.1 Write narratives: a. Provide a context within which an action takes place. b. Include well-chosen details to develop the plot. c. Provide insight into why the selected incident is memorable. 2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking. *Grammar* 1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking. 1.3 Identify and use past, present, and future verb tenses properly in writing and speaking. 1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences. *Punctuation* 1.5 Punctuate dates, city and state, and titles of books correctly. 1.6 Use commas in dates, locations, and addresses and for	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001)	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.

	items in a series. *Capitalization* 1.7 Capitalize geographical names, holidays, historical periods, and special events correctly. *Spelling* 1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g.,[*qu*], consonant doubling, changing the ending of a word from [-y] to [-ies] when forming the plural), and common homophones [e.g., *hair-hare*]. 1.9 Arrange words in alphabetic order.	Instructional Strategies: Same as Trimester One	
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Analysis and Evaluation of Oral and Media Communications* 1.10 Compare ideas and points of view expressed in broadcast and print media. 1.11 Distinguish between the speaker's opinions and verifiable facts.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a	2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.		Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	

Grade 4: Scope and Sequence – English/Language Arts

Sequence of Skills	Standards Taught	Instructional Materials, Strategies and Approaches	Assessments
Trimester 1: September, October, November			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Word Recognition* 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words [e.g., *international*]. 1.5 Use a thesaurus to determine related words and concepts. 1.6 Distinguish and interpret words with multiple meanings.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback (Marzano) 2. Nonlinguistic Representations (Marzano) 3. Cues, Questions, and Advanced Organizers (Marzano) 4. Cooperative Learning (Marzano) 5. Summarizing and Note Taking (Marzano) 6. Homework and Practice (Marzano) 7. Reinforcing Effort and Providing Recognition (Marzano) 8. Generating and Testing Hypotheses (Marzano) 9. Identifying Similarities and Differences (Marzano) 10. SDAIE 11. Error Correction Feedback (Thornbury) 12. Explicit-Direct Instruction 13. Multiple-Intelligence (Gardner) 14. Culturally Relevant	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		and Responsive	
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Structural Features of Informational Materials* 2.1 Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment). 2.3 Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test
3.0 Literary Response and Analysis Students read and respond to a wide	*Narrative Analysis of Grade-Level-Appropriate Text* 3.2 Identify the main events of the plot, their causes, and the	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig,	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–**

variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).	influence of each event on future actions. 3.3 Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process	*Organization and Focus* 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. *Penmanship* 1.4 Write fluidly and legibly in cursive or joined italic. *Research and Technology*	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001)	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions

(e.g., prewriting, drafting, revising, editing successive versions).	1.5 Quote or paraphrase information sources, citing them appropriately. 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing. 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials. 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive). *Evaluation and Revision* 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.1 Write narratives: a. Relate ideas, observations, or recollections of an event or experience. b. Provide a context to enable the reader to imagine the world of the event or experience. c. Use concrete sensory details. d. Provide insight into why the selected event or experience is memorable. 2.2 Write responses to literature: a. Demonstrate an understanding of the literary work. b. Support judgments through references to both the text and prior knowledge.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations

		9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Use simple and compound sentences in writing and speaking. *Punctuation* 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. 1.5 Use underlining, quotation marks, or italics to identify titles of documents. *Spelling* 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based

		Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Assessments Presentations
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Comprehension* 1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings. 1.2 Summarize major ideas and supporting evidence presented in spoken messages and formal presentations. *Organization and Delivery of Oral Communication* 1.9 Use volume, pitch, phrasing, pace, modulation, and gestures appropriately to enhance meaning.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.1 Make narrative presentations: a. Relate ideas, observations, or recollections about an event or experience. b. Provide a context that enables the listener to imagine the circumstances of the event or experience. c. Provide insight into why the selected event or experience is memorable. 2.3 Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test
Trimester 2: December, January, February, March			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand	*Word Recognition* 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook,	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Vocabulary and Concept Development* 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words [e.g., *international*]. 1.5 Use a thesaurus to determine related words and concepts. 1.6 Distinguish and interpret words with multiple meanings.	(CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Instructional Strategies: Same as Trimester One	
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Comprehension and Analysis of Grade-Level-Appropriate Text* 2.5 Compare and contrast information on the same topic after reading several passages or articles. 2.6 Distinguish between cause and effect and between fact and opinion in expository text. 2.7 Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the	*Structural Features of Literature* 3.1 Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales. *Narrative Analysis of Grade-Level-Appropriate Text*	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	3.5 Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	*Organization and Focus* 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indention. 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question). *Research and Technology* 1.5 Quote or paraphrase information sources, citing them appropriately. 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events,	2.3 Write information reports: a. Frame a central question about an issue or situation. b. Include facts and details for focus. c. Draw from more than one source of information (e.g., speakers, books, newspapers,	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons,	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	other media sources).	Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases. *Grammar* 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. *Capitalization* 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.
1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Comprehension* 1.3 Identify how language usages (e.g., sayings, expressions) reflect regions and cultures. 1.4 Give precise directions and instructions. *Organization and Delivery of Oral Communication* 1.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and evidence. 1.6 Use traditional structures for conveying information (e.g., cause and effect, similarity and difference, posing and answering a question). 1.7 Emphasize points in ways that help the listener or viewer to follow important ideas and	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

	concepts.	Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.2 Make informational presentations: a. Frame a key question. b. Include facts and details that help listeners to focus. c. Incorporate more than one source of information (e.g., speakers, books, newspapers, television or radio reports).	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
	Trimester 3: April, May, June		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.	*Word Recognition* 1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. 1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. 1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

	analyze the meaning of complex words [e.g., *international*]. 1.5 Use a thesaurus to determine related words and concepts. 1.6 Distinguish and interpret words with multiple meanings.		
2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).	*Comprehension and Analysis of Grade-Level-Appropriate Text* 2.4 Evaluate new information and hypotheses by testing them against known information and ideas.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
3.0 Literary Response and Analysis Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters).	*Narrative Analysis of Grade-Level-Appropriate Text* 3.4 Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

		Instructional Strategies: Same as Trimester One	
1.0 Writing Strategies Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).	*Organization and Focus* 1.1 Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. 1.2 Create multiple-paragraph compositions: a. Provide an introductory paragraph. b. Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. c. Include supporting paragraphs with simple facts, details, and explanations. d. Conclude with a paragraph that summarizes the points. e. Use correct indention. 1.3 Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question). *Penmanship* 1.4 Write fluidly and legibly in cursive or joined italic. *Research and Technology* 1.5 Quote or paraphrase information sources, citing them appropriately. 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing. 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials. 1.9 Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

	Evaluation and Revision 1.10 Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.		
2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.	2.4 Write summaries that contain the main ideas of the reading selection and the most significant details.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Use simple and compound sentences in writing and speaking. 1.2 Combine short, related sentences with appositives, participial phrases, adjectives, ad-verbs, and prepositional phrases. *Grammar* 1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking. *Punctuation* 1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions. 1.5 Use underlining, quotation marks, or italics to identify titles of documents. *Capitalization* 1.6 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate. *Spelling* 1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Phonics-based Resources Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.

1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.	*Organization and Delivery of Oral Communication* 1.8 Use details, examples, anecdotes, or experiences to explain or clarify information. *Analysis and Evaluation of Oral Media Communication* 1.10 Evaluate the role of the media in focusing attention on events and in forming opinions on issues.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.4 Recite brief poems (i.e., two or three stanzas), soliloquies, or dramatic dialogues, using clear diction, tempo, volume, and phrasing.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

Grade 5: Scope and Sequence – English/Language Arts

Sequence of Skills	Standards Taught	Instructional Materials, Strategies and Approaches	Assessments
Trimester 1: September, October, November			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	*Word Recognition* 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial).* 1.5 Understand and explain the figurative and metaphorical use of words in context.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback (Marzano) 2. Nonlinguistic Representations (Marzano) 3. Cues, Questions, and Advanced Organizers (Marzano) 4. Cooperative Learning (Marzano) 5. Summarizing and Note Taking (Marzano) 6. Homework and Practice (Marzano) 7. Reinforcing Effort and Providing Recognition (Marzano) 8. Generating and Testing Hypotheses (Marzano) 9. Identifying Similarities and Differences (Marzano) 10. SDAIE 11. Error Correction Feedback (Thornbury) 12. Explicit-Direct Instruction 13. Multiple-Intelligence (Gardner)	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		14. Culturally Relevant and Responsive	
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.	*Structural Features of Informational Materials* 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. *Expository Critique* 2.5 Distinguish facts, supported inferences, and opinions in text.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test
3.0 Literary Response and Analysis Students read and respond to historically	*Narrative Analysis of Grade-Level-Appropriate Text* 3.2 Identify the main problem or conflict of the plot and explain how	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig,	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–**

or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.	it is resolved. 3.4 Understand that *theme* refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works. *Literary Criticism* 3.7 Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress	*Organization and Focus* 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. 1.2 Create multiple-paragraph expository compositions:	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001)	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions

through the stages of the writing process as needed.	a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. *Research and Technology* 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks). 1.5 Use a thesaurus to identify alternative word choices and meanings. *Evaluation and Revision* 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story. 2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations

		Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. *Grammar* 1.2 Identify and correctly use verbs that are often misused (e.g., *lie/ lay, sit/ set, rise/ raise),* modifiers, and pronouns. *Punctuation* 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. *Capitalization* 1.4 Use correct capitalization. *Spelling* 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Phonics-based Resources Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook

		11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	*Comprehension* 1.1 Ask questions that seek information not already discussed. 1.2 Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives. *Organization and Delivery of Oral Communication* 1.4 Select a focus, organizational structure, and point of view for an oral presentation. 1.6 Engage the audience with appropriate verbal cues, facial expressions, and gestures.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		14. Culturally Relevant and Responsive	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. 2.3 Deliver oral responses to literature: a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test
	Trimester 2: December, January, February, March		

1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	*Word Recognition* 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial).* 1.5 Understand and explain the figurative and metaphorical use of words in context.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade	*Structural Features of Informational Materials* 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. *Expository Critique* 2.5 Distinguish facts, supported inferences, and opinions in text.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

five, students make progress toward this goal.			
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.	*Structural Features of Literature* 3.1 Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose. *Narrative Analysis of Grade-Level-Appropriate Text* 3.3 Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme. 3.5 Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	*Organization and Focus* 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. 1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line of thought. c. Offer a concluding paragraph that summarizes important ideas and details. *Research and Technology* 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. 1.4 Create simple documents by	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

	using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks). 1.5 Use a thesaurus to identify alternative word choices and meanings. *Evaluation and Revision* 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.		
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. 2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal. b. Support a position with relevant evidence. c. Follow a simple organizational pattern. d. Address reader concerns.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. *Grammar* 1.2 Identify and correctly use verbs that are often misused (e.g., *lie/ lay, sit/ set, rise/ raise),* modifiers, and pronouns. *Punctuation* 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. *Capitalization*	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Writer's Workshop Lesson Design Phonics-based Resources Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007)	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.

	1.4 Use correct capitalization. *Spelling* 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	
1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	*Organization and Delivery of Oral Communication* 1.5 Clarify and support spoken ideas with evidence and examples.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard	2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

1.0.		To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	
	Trimester 3: April, May, June		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	*Word Recognition* 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.2 Use word origins to determine the meaning of unknown words. 1.3 Understand and explain frequently used synonyms, antonyms, and homographs. 1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial).* 1.5 Understand and explain the figurative and metaphorical use of words in context.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight,	*Structural Features of Informational Materials* 2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.2 Analyze text that is organized in sequential or chronological order. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas. 2.4 Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge. *Expository Critique* 2.5 Distinguish facts, supported inferences, and opinions in text.	Instructional Materials : Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies:	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.		Same as Trimester One	
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.	*Literary Criticism* 3.6 Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	*Organization and Focus* 1.1 Create multiple-paragraph narrative compositions: a. Establish and develop a situation or plot. b. Describe the setting. c. Present an ending. 1.2 Create multiple-paragraph expository compositions: a. Establish a topic, important ideas, or events in sequence or chronological order. b. Provide details and transitional expressions that link one paragraph to another in a clear line	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

	of thought. c. Offer a concluding paragraph that summarizes important ideas and details. *Research and Technology* 1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. 1.4 Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks). 1.5 Use a thesaurus to identify alternative word choices and meanings. *Evaluation and Revision* 1.6 Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.		
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.1 Write narratives: a. Establish a plot, point of view, setting, and conflict. b. Show, rather than tell, the events of the story. 2.2 Write responses to literature: a. Demonstrate an understanding of a literary work. b. Support judgments through references to the text and to prior knowledge. c. Develop interpretations that exhibit careful reading and understanding. 2.3 Write research reports about important ideas, issues, or events by using the following guidelines: a. Frame questions that direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. 2.4 Write persuasive letters or compositions: a. State a clear position in support of a proposal. b. Support a position with relevant	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

	evidence. c. Follow a simple organizational pattern. d. Address reader concerns.		
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas. *Grammar* 1.2 Identify and correctly use verbs that are often misused (e.g., *lie/ lay, sit/ set, rise/ raise),* modifiers, and pronouns. *Punctuation* 1.3 Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. *Capitalization* 1.4 Use correct capitalization. *Spelling* 1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Phonics-based Resources Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.
1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	*Comprehension* 1.3 Make inferences or draw conclusions based on an oral report. *Analysis and Evaluation of Oral and Media Communications* 1.7 Identify, analyze, and critique persuasive techniques (e.g., promises, dares, flattery, glittering generalities); identify logical fallacies used in oral presentations and media messages. 1.8 Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

		Lesson Design Instructional Strategies: Same as Trimester One	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.1 Deliver narrative presentations: a. Establish a situation, plot, point of view, and setting with descriptive words and phrases. b. Show, rather than tell, the listener what happens. 2.2 Deliver informative presentations about an important idea, issue, or event by the following means: a. Frame questions to direct the investigation. b. Establish a controlling idea or topic. c. Develop the topic with simple facts, details, examples, and explanations. 2.3 Deliver oral responses to literature: a. Summarize significant events and details. b. Articulate an understanding of several ideas or images communicated by the literary work. c. Use examples or textual evidence from the work to support conclusions.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

Grade 6: Scope and Sequence – English/Language Arts

Sequence of Skills	Standards Taught	Instructional Materials, Strategies and Approaches	Assessments
Trimester 1: September, October, November			
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	*Word Recognition* 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.2 Identify and interpret figurative language and words with multiple meanings. 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. 1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly).*	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback (Marzano) 2. Nonlinguistic Representations (Marzano) 3. Cues, Questions, and Advanced Organizers (Marzano) 4. Cooperative Learning (Marzano) 5. Summarizing and Note Taking (Marzano) 6. Homework and Practice (Marzano) 7. Reinforcing Effort and Providing Recognition (Marzano) 8. Generating and Testing Hypotheses (Marzano) 9. Identifying Similarities and Differences (Marzano) 10. SDAIE 11. Error Correction Feedback (Thornbury) 12. Explicit-Direct	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		Instruction 13. Multiple-Intelligence (Gardner) 14. Culturally Relevant and Responsive	
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students make progress toward this goal.	*Structural Features of Informational Materials* 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. 2.2 Analyze text that uses the compare-and-contrast organizational pattern. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership). *Expository Critique* 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. 2.7 Make reasonable assertions about a text through accurate, supporting citations. 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.	*Structural Features of Literature* 3.1 Identify the forms of fiction and describe the major characteristics of each form. *Narrative Analysis of Grade-Level-Appropriate Text* 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. 3.3 Analyze the influence of setting on the problem and its resolution. 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students'	*Organization and Focus* 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.	Instructional Materials: Writer's Workshop Lesson Design	Comprehensive Assessment Plan for Writing: In-Progress and Published

awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order. *Research and Technology* 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). *Evaluation and Revision* 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.1 Write narratives: a. Establish and develop a plot and setting and present a point of view that is appropriate to the stories. b. Include sensory details and concrete language to develop plot and character. c. Use a range of narrative devices (e.g., dialogue, suspense). 2.2 Write expository compositions (e.g., description, explanation, comparison and contrast, problem and solution): a. State the thesis or purpose. b. Explain the situation. c. Follow an organizational pattern appropriate to the type of composition. d. Offer persuasive evidence to validate arguments and conclusions as needed.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations	Comprehensive Assessment Plan for Writing: In-Progress and Published Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations

		3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. *Grammar* 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. *Punctuation* 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. *Capitalization* 1.4 Use correct capitalization. *Spelling* 1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there).*	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Phonics-based Resources Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test Comprehensive Assessment Plan for Writing: In-Progress and Published

		5. Summarizing and Note Taking 6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	Writing Grade level CFA's (Common Formative Writing Assessments) Writer's Workshop conferences (teacher observations) Writer's Workshop class discussions Dictation/Spelling tests Writer's Workshop Notebook Thinking Maps (graphical organizers) Project/Standards-Based Assessments Presentations
1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	*Comprehension* 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture). 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. 1.3 Restate and execute multiple-step oral instructions and directions. *Organization and Delivery of Oral Communication* 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts. 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology. 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		6. Homework and Practice 7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.1 Deliver narrative presentations: a. Establish a context, plot, and point of view. b. Include sensory details and concrete language to develop the plot and character. c. Use a range of narrative devices (e.g., dialogue, tension, or suspense). 2.2 Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information).	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: 1. Setting Content and Language Objectives and Proving Feedback 2. Nonlinguistic Representations 3. Cues, Questions, and Advanced Organizers 4. Cooperative Learning 5. Summarizing and Note Taking 6. Homework and Practice	Comprehensive Assessment Plan for Reading: **1. Screening Assessment–** CORE (Consortium on Reading Excellence) reading assessments **2. Progress Monitoring Assessments–** CORE, Grade Level CFA's (Common Formative Assessments), Teacher created unit assessments, Student portfolios, Reader's Workshop conferences, Reader's Workshop class discussions, Presentations, Thinking Maps (graphical organizers), Anecdotal records, Project/Standards-Based assessments, Reading Response journals **3. Diagnostic Assessment–** CORE **4. Outcome Assessments –** LAUSD Language Arts Unit assessments, Teacher/Grade level standards-based assessments, Project-based assessments, CELDT (California English Language Development Test), CST (California Standards Test

		7. Reinforcing Effort and Providing Recognition 8. Generating and Testing Hypotheses 9. Identifying Similarities and Differences 10. SDAIE 11. Error Correction Feedback 12. Explicit-Direct Instruction 13. Multiple-Intelligence 14. Culturally Relevant and Responsive	
	Trimester 2: December, January, February, March		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	*Word Recognition* 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.2 Identify and interpret figurative language and words with multiple meanings. 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. 1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly).*	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words annually on their own, including a good representation of grade-	*Structural Features of Informational Materials* 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. 2.2 Analyze text that uses the compare-and-contrast organizational pattern. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings account, sports club, league membership).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade five, students make progress toward this goal.	*Expository Critique* 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. 2.7 Make reasonable assertions about a text through accurate, supporting citations. 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.	3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. 3.6 Identify and analyze features of themes conveyed through characters, actions, and images. 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts. *Literary Criticism* 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.	*Organization and Focus* 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast;	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

	organization by categories; and arrangement by spatial order, order of importance, or climactic order. *Research and Technology* 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). *Evaluation and Revision* 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.		
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography. 2.4 Write responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the interpretation around several clear ideas, premises, or images. c. Develop and justify the interpretation through sustained use of examples and textual evidence.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. *Grammar* 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. *Punctuation* 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a conjunction in compound sentences. *Capitalization* 1.4 Use correct capitalization. *Spelling*	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Phonics-based Resources	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.

	1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there).*	Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	
1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	*Comprehension* 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture). 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. 1.3 Restate and execute multiple-step oral instructions and directions. *Organization and Delivery of Oral Communication* 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts. 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology. 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	2.2 Deliver informative presentations: a. Pose relevant questions sufficiently limited in scope to be completely and thoroughly answered. b. Develop the topic with facts, details, examples, and explanations from multiple authoritative sources (e.g., speakers, periodicals, online information). 2.3 Deliver oral responses to literature: a. Develop an interpretation exhibiting careful reading, understanding, and insight. b. Organize the selected interpretation around several clear ideas, premises,	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

	or images. c. Develop and justify the selected interpretation through sustained use of examples and textual evidence.	Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	
	Trimester 3: April, May, June		
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.	*Word Recognition* 1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression. *Vocabulary and Concept Development* 1.2 Identify and interpret figurative language and words with multiple meanings. 1.3 Recognize the origins and meanings of frequently used foreign words in English and use these words accurately in speaking and writing. 1.4 Monitor expository text for unknown words or words with novel meanings by using word, sentence, and paragraph clues to determine meaning. 1.5 Understand and explain "shades of meaning" in related words (e.g., *softly* and *quietly).*	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Vocabulary Handbook, (CORE Literacy Library, Diamond, Gutlohn, 2006) Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Reader's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Literature, Kindergarten Through Grade Twelve* illustrate the quality and complexity of the materials to be read by students. In addition, by grade eight, students read one million words	*Structural Features of Informational Materials* 2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information. 2.2 Analyze text that uses the compare-and-contrast organizational pattern. *Comprehension and Analysis of Grade-Level-Appropriate Text* 2.3 Connect and clarify main ideas by identifying their relationships to other sources and related topics. 2.4 Clarify an understanding of texts by creating outlines, logical notes, summaries, or reports. 2.5 Follow multiple-step instructions for preparing applications (e.g., for a public library card, bank savings	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill,	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

annually on their own, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade six, students make progress toward this goal.	account, sports club, league membership). *Expository Critique* 2.6 Determine the adequacy and appropriateness of the evidence for an author's conclusions. 2.7 Make reasonable assertions about a text through accurate, supporting citations. 2.8 Note instances of unsupported inferences, fallacious reasoning, persuasion, and propaganda in text.	Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	
3.0 Literary Response and Analysis Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.	*Structural Features of Literature* 3.1 Identify the forms of fiction and describe the major characteristics of each form. *Narrative Analysis of Grade-Level-Appropriate Text* 3.2 Analyze the effect of the qualities of the character (e.g., courage or cowardice, ambition or laziness) on the plot and the resolution of the conflict. 3.3 Analyze the influence of setting on the problem and its resolution. 3.4 Define how tone or meaning is conveyed in poetry through word choice, figurative language, sentence structure, line length, punctuation, rhythm, repetition, and rhyme. 3.5 Identify the speaker and recognize the difference between first- and third-person narration (e.g., autobiography compared with biography). 3.6 Identify and analyze features of themes conveyed through characters, actions, and images. 3.7 Explain the effects of common literary devices (e.g., symbolism, imagery, metaphor) in a variety of fictional and nonfictional texts. *Literary Criticism* 3.8 Critique the credibility of characterization and the degree to which a plot is contrived or realistic (e.g., compare use of fact and fantasy in historical fiction).	Instructional Materials: Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
1.0 Writing Strategies Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing	*Organization and Focus* 1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose. 1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi,	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.

process as needed.	mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition. 1.3 Use a variety of effective and coherent organizational patterns, including comparison and contrast; organization by categories; and arrangement by spatial order, order of importance, or climactic order. *Research and Technology* 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. 1.5 Compose documents with appropriate formatting by using word-processing skills and principles of design (e.g., margins, tabs, spacing, columns, page orientation). *Evaluation and Revision* 1.6 Revise writing to improve the organization and consistency of ideas within and between paragraphs.	Fletcher, 2001) Instructional Strategies: Same as Trimester One	
2.0 Writing Applications (Genres and Their Characteristics) Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.	2.5 Write persuasive compositions: a. State a clear position on a proposition or proposal. b. Support the position with organized and relevant evidence. c. Anticipate and address reader concerns and counterarguments.	Instructional Materials: Writer's Workshop Lesson Design Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Writing: Assessments remain the same as trimester one.
1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.	*Sentence Structure* 1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts. *Grammar* 1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects. *Punctuation* 1.3 Use colons after the salutation in business letters, semicolons to connect independent clauses, and commas when linking two clauses with a	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Words Their Way, (Dear, Invernizzi, Templeton, Johnston) Writer's Workshop Lesson Design	Comprehensive Assessment Plan for Reading and Writing: Assessments remain the same as trimester one.

	conjunction in compound sentences. *Capitalization* 1.4 Use correct capitalization. *Spelling* 1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there).*	Craft Lessons, Teaching Writing K-8, (Flether, Portalupi, 2007) Nonfiction Craft Lessons, Teaching Information Writing K-8, (Poralupi, Fletcher, 2001) Phonics-based Resources Instructional Strategies: Same as Trimester One	
1.0 Listening and Speaking Strategies Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication.	*Comprehension* 1.1 Relate the speaker's verbal communication (e.g., word choice, pitch, feeling, tone) to the nonverbal message (e.g., posture, gesture). 1.2 Identify the tone, mood, and emotion conveyed in the oral communication. 1.3 Restate and execute multiple-step oral instructions and directions. *Organization and Delivery of Oral Communication* 1.4 Select a focus, an organizational structure, and a point of view, matching the purpose, message, occasion, and vocal modulation to the audience. 1.5 Emphasize salient points to assist the listener in following the main ideas and concepts. 1.6 Support opinions with detailed evidence and with visual or media displays that use appropriate technology. 1.7 Use effective rate, volume, pitch, and tone and align nonverbal elements to sustain audience interest and attention. *Analysis and Evaluation of Oral and Media Communications* 1.8 Analyze the use of rhetorical devices (e.g., cadence, repetitive patterns, use of onomatopoeia) for intent and effect. 1.9 Identify persuasive and propaganda techniques used in television and identify false and misleading information.	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008) Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.
2.0 Speaking Applications (Genres and Their Characteristics) Students deliver well-organized formal presentations employing traditional rhetorical	2.4 Deliver persuasive presentations: a. Provide a clear statement of the position. b. Include relevant evidence. c. Offer a logical sequence of information. d. Engage the listener and foster	**Instructional Materials:** Teaching Reading Sourcebook, (CORE Literacy Library, Honig, Diamond, Gutlohn, 2008)	Comprehensive Assessment Plan for Reading: Assessments remain the same as trimester one.

strategies (e.g., narration, exposition, persuasion, description). Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.	acceptance of the proposition or proposal. 2.5 Deliver presentations on problems and solutions: a. Theorize on the causes and effects of each problem and establish connections between the defined problem and at least one solution. b. Offer persuasive evidence to validate the definition of the problem and the proposed solutions.	Reader's Workshop Lesson Design Strategies That Work, (Harvey, Goudvis, 2008) Classroom Instruction That Works, (Marzano, Pickering, Pollock, 2001) Classroom Instruction That Works with English Language Learners, (Hill, Flynn, 2006) To Understand, New Horizons in Reading Comprehension, (Keene) Writer's Workshop Lesson Design Instructional Strategies: Same as Trimester One	

Math Curriculum Overview by grade level

Grades K-2 Concepts and Skills Trace

Young children's first experiences with math should be presented in a manner that stimulates and expands their natural curiosity about mathematic concepts in their learning environment. All students deserve a high-quality program that promotes math exploration and develop their conceptual understanding about the math in a way that makes sense to them. This program must build on and extend students' intuitive and prior knowledge. B/C PIE teachers are grounded in knowledge of child development and provide a community that encourages students to be active learners, take risks, and accept new challenges.

At the foundation of kindergarten through 2nd grade mathematics programs are the number sense and geometry standards. For example, it is fundamentally essential that students develop a solid understanding of the base-ten numeration system. They must recognize that the word ten may represent a single entity (1 ten) or ten separate units (10 ones) and that these representations are interchangeable. They develop fluency with basic number combinations for addition and subtraction. They understand that numbers can be represented in multiple ways. Using concrete materials and math tools and technology in appropriate ways can help students learn and master these concepts. By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties. They create and extend patterns.

By the end of grade one, students understand and use the concept of ones and tens in the place value number system. Students add and subtract small numbers with ease. They measure with simple units and locate objects in space. They describe data and analyze and solve simple word problems (Mathematics Content Standards for California Public Schools, 2004).

By the end of grade two, students understand place value and number relationships in addition and subtraction, and they use simple concepts of multiplication and division. They measure quantities with appropriate units. They classify shapes and see relationships among them by paying attention to their geometric attributes. They collect an analyze data and verify the answers (Mathematics Content Standards for California Public Schools, 2004).

Grades 3-6 Concepts and Skills Trace

In general, students enter the upper elementary having had enjoyable and positive experiences with math. This is due mostly because their conceptual understanding of math supported their learning of math skills and procedures. Mathematics will continue to be exciting and achievable for students as long as "doing the math" is done with understanding and connections are made (Berns, M., 200).

Students in grades three to six continue to build on their previous understanding that numbers are represented in multiple ways through their exploration of larger numbers, fractions, decimals, percentages, and integers. They understand the concept of equivalence, and how it helps them learn different mathematical representations and ways to explore algebraic ideas (balancing equations). The key to students' success in these grades is their ability to compute fluently. Students learn strategies to help master math facts by automaticity. These efficient and accurate methods for computing must be based on well-understood properties and number relationships.

Algebraic ideas emerge and are investigated by children in these grades. They expand their understanding of patterns, and learn about relations and functions in mathematical situations. They discover that functions from mathematical situations can be represented in multiple ways: in a table or chart, in words or written language, in an expression or equation, and in a graph.

Geometry for these students continues to expand their mastery of classifying, identifying, and investigating characteristics and properties of two- and three-dimensional geometric shapes. Students compare and analyze attributes of shapes and develop academic vocabulary to describe the attributes. They make and test their geometric ideas and relationships and apply them to other disciplines and to real-world problems.

By the end of grade three, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication, and division of whole numbers. Students estimate, measure, and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments (2009).

By the end of grade four, students understand large numbers and addition, subtraction, multiplication, and division of whole numbers. They describe and compare simple fractions and decimals. They understand the properties of, and the relationships between, plane geometric figures. They collect, represent, and analyze data to answer questions (2009).

By the end of grade five, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data (2009).

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students deepen their understanding of mean, median, and mode of data sets and of how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about π and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.
(2009).

MATHEMATICS CROSS GRADE LEVEL SKILLS
TRIMESTER 1

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Sorting and Classifying	Numeration	Understanding Additon & Subtraction	Numeration	Numeration	Numeration	Numeration with Decimals
One to Five	Compare & Order Numbers	Addition Strategies	Rounding	Addition & Subtraction	Addition & Subtraction	Variables, Expressions, and Properties
More and Fewer	Understanding Addition	Subtraction Strategies	Addition	Understanding Muliplication & Division	Review Multiplication (1 & 2 digit numbers)	Numbers and Fractions Concepts
Six to Ten	Understanding Subtraction	Place Value	Subtraction	Multiply by 1-digit numbers	Review Division (1 & 2 digit divisors)	Decimals, Fractions, and Mixed Numbers
Comparing Numbers	Fives and Ten	Geometry: Plane & Solid Figures	Geometry: Plane & Solid Figures	Algebra: Expressions and Variables	Algebra: Expressions and Variables	Adding and Subtracting Fractions and Mixed Numbers
Comparing Numbers	Addition Facts to 12	Mental Addition to 100	Review: Understanding Multiplication Concept	Multiply by 2-digit numbers	Multiply decimals	Multiplying and Dividing Fractions and Mixed Numbers
	Subtraction Facts to 12	Mental Subtraction to 100	Use Patterns for Learning Multiplication Facts	Dividing by 1-digit Divisors	Dividing Decimals	

1st Trimester Common Formative Assessments Dates (TBD by SLC)

MATHEMATICS CROSS GRADE LEVEL SKILLS
TRIMESTER 2

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Subtraction	Geometry	Estimating Sums and Differences	Use Known Facts for Learning Multiplication Facts	Geometry: Lines, Angles, Shapes, Solids	Geometry: Shapes	Solving Equations
Numbers to 20	Counting and Number Patterns to 100	Geometry: Linear Measurement	Patterns and Relationships (tables and charts)	Fraction and Decimal Concepts	Addition and Subtraction of Fractions and Mixed Numbers	Integers
Numbers to 30	Time	Subtracting 2-digit Numbers	Division Facts	Fraction Addition and Subtraction	Fractions, Mixed Numbes, and Decimals	Ratios, Rates, and Proportions
Patterns	Patterns	Adding 2-digit Numbers	Understanding Division Concept	Fraction Meanings and Concept Development	Factors and Multiples	Solving Proportions
Geometry	Tens and Ones	Fractions	Fraction Concepts	Operations with Decimals	Multiplication and Division of Fractions and Mixed Numbers	Understanding Percents
	Comparing and Ordering Numbers to 100	Time	Adding and Subtracting Fractions	Solving Equations	Length, Perimeter, Area	Graphs
	Addition Facts to 20	Data and Graphs	Multiplying Multi-ditig Numbers	Integers	Solids	

2nd Trimester Common Formative Assessments Dates (TBD by SLC)

MATHEMATICS CROSS GRADE LEVEL SKILLS/TOPICS
TRIMESTER 3

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Length	Subtraction Facts to 20	Place Value: Numbers to 1,000	Dividing by 1-digit Divisor	Measurement, Perimeter, Area	Integers	Data and Statistics
Capacity and Weight	Practice: Addition and Subtraction	Counting Money	Measurement	Data and Graphs	Solving and Writing Equations	Probability
Time	Data and Graphs	Three Digit Addition and Subtraction	Metric Measurement	Length and Coordinates	Percents	Properties of Two-Dimensional Figures
Calendar	Counting Money	Multiplication Concepts	Perimeter, Area, Volume	Formulas and Equations	Equations and Graphs	Measurement
Graphing	Measurment	Multiplication Facts	Decimal Operations, Money	Congruence and Symmetry	Graphs and Data	Perimeter and Area
	Addition and Subtraction: Tens and Ones	Division Concept and Facts	Data and Probability	Probability	Constructions	Volume

3rd Trimester Common Formative Assessments Dates (TBD by SLC)

Grade Kindergarten: Scope and Sequence – Mathematics

Overview	Standards and Essential Questions	Instructional Strategies and Material	Assessment
Trimester 1: September, October, November			
BIG IDEA- **Sorting and Classifying** **Geometric figures and common objects can be sorted based on their common attributes.** **Concept-** Objects can be collected, sorted, and classified **1.0 Algebra and Functions** Students sort and classify objects	*Essential Questions:* *"How are these objects the same? Different?"* *"What are some ways you can sort these objects?"* *"How do you know when an object does not belong in a group?"* *"How do you know if the objects in a group are alike or different?"* **AF 1.1** Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red	• *LAUSD CORE PROGRAM- EnVision* Math (T7-11) • Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • Classroom *Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor	**SCREENING:** Teacher created universal screening; EnVision Math pretest "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearson successnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST;

BIG IDEA- **NUMBER RELATIONSHIPS AND EQUIVALENCY:** **Numbers can be represented in multiple ways.** **Concept-** Whole numbers represent discrete objects that can be counted and ordered. **1.0 Number Sense** Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement): **1.0 Measurement and Geometry** Students understand the concept of time and units to measure it; …capacity, and that comparisons may be made by referring to those properties: Note: These two concepts should be introduced gradually as part of the daily calendar routine throughout the year (Daily math, 100 day, etc)	*Essential Questions:* *"What does the name of a number tell you?"* *"What does it mean to count something?"* *"What patterns do I see when counting?"* *"How can youI use these objects to show 5?"* *"How can you show a whole group of objects in different ways?* **NS 1.1** Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other. **NS 1.2** Count, recognize, represent, name, and order a number of objects (up to 30).—focus on numbers to 10 *Essential Questions:* *"What day is it today? What day was it yesterday? What day will it be tomorrow"* *"How are the days of the week used to measure time?"* *"How does the calendar help us measure time?"* **MG 1.2** Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (clock, calendar). **MG 1.3** Name the days of the week.	• *LAUSD CORE PROGRAM- EnVision* Math (T7-11) • Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • Classroom *Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literatur	LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA- **NUMBER**	*Essential Questions:* *"How do you know when a number is*	• *LAUSD CORE PROGRAM- EnVision*	**SCREENING:** Teacher created universal screening;

RELATIONSHIPS AND EQUIVALENCY **Numbers can be represented in multiple ways.** **Concepts-** Whole numbers represent discrete objects that can be counted or ordered **1.0 Number Sense** Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement): **BIG IDEA-** **NUMBER RELATIONSHIPS AND EQUIVALENCY** **Numbers can be represented in multiple ways** **Concept** Addition and subtraction can be represented as joining, separating, part- part-whole, and comparison. (Focus on addition) **2.0 Number Sense** Students understand and describe simple additions and	*greater than another number?"* *"How can you tell which numbers are less than 10?"* *"How are numbers ordered?"* *"How would you describe the order of five things in a row?"* **NS 1.3** Know that the larger numbers describe sets with more objects in them than the smaller numbers have. *Essential Questions* *"What does it mean to add numbers?"* *"What symbol can you use to find the sum of two groups?"* *"What information does an addition sentence tell you?"* *"How can you find the sum differently?"* *"How can you use drawing a picture to help you solve an addition sentence?"* **NS 2.1** Use concrete objects to determine the answers to addition and subtraction problems (for two numbers	Math (T7-11) • Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • Classroom *Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching	EnVision Math pretest "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearson successnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments **SCREENING:** Teacher created universal screening; EnVision Math pretest

subtractions	that are each less than 10) -- focus on addition only		
Grade Kindergarten- Math- Trimester 2: December, January, February, Mid-March			
BIG IDEA- **Numbers can be represented in multiple ways.** **Concept** Addition and subtraction can be represented as joining, separating, part- part-whole, and comparison. (Focus on addition)	*Essential Questions:* *"What does it mean to subtract?"* *"What symbol can you use to find the difference of two groups?"* *"What information does a subtraction sentence tell you?"* *"How can you use counting up to find the answer to a subtraction sentence?"* *"How can you use drawing a picture to help solve a subtraction sentence?"* **NS 2.1** Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10)	• *LAUSD CORE PROGRAM- EnVision* Math (T7-11)Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • Classroom *Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *Growing Math Ideas in Kindergarten* (Linda Dacey • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching	**SCREENING ASSESSMENT:** Teacher created universal screening; EnVision Math "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; **DIAGNOSTIC ASSESSMENT:** Teacher created universal screening; EnVision Math **OUTCOME ASSESSMENTS**: LAUSD Periodical Assessments;

			Teacher/Grade level standards-based assessments; Project Based assessments
BIG IDEA- **Number Relationships and Equivalency** **Numbers can be represented in multiple ways.** **Concepts-** Whole numbers represent discrete objects that can be counted or ordered **1.0 Number Sense** Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement): **3.0 Number Sense** Students use estimation strategies in computation and problem solving that involve numbers that use the ones and the tens place	*Essential Questions:* *"How can you use what you know about counting to 10 to help count up to 20? 30?"* *"How do you know a number is more than 10?"* *"How can you use these objects to show 15?"* *"How can you show a whole group of objects in different ways?* *"What patterns do you see when counting up to 30?"* **NS 1.1** Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other. **NS 1.2** Count, recognize, represent, name, and order a number of objects (up to 30).—focus on numbers to 10 **NS 1.3** Know that the larger numbers describe sets with more objects in them than the smaller numbers have. **NS 3.1** Recognize when an estimate is reasonable.	• *LAUSD CORE PROGRAM- EnVision* Math (T7-11) • Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • Classroom *Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • *Lessons for Algebraic Thinking Gr. K-2*- Burns & vonRotz\ • Appropriate Children's Literature	**SCREENING ASSESSMENT:** Teacher created universal screening; EnVision Math "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; **DIAGNOSTIC ASSESSMENT:** Teacher created universal screening; EnVision Math **OUTCOME ASSESSMENTS**: LAUSD Periodical Assessments; Teacher/Grade level standards-based assessments; Project Based assessments

BIG IDEA- **Patterns grow in predictable ways.** **Concept-** Patterns are predictable. **1.0 Statistics, Data Ananlysis, and Probability** Students collect information about objects and events in their environment **BIG IDEA-** **Geometric figures and common objects can be sorted based on their common attributes.** **Concept-** Objects can be collected, sorted, and classified **2.0 Measurement and Geometry** Students identify common objects in their environment and describe the geometric	*Essential Questions:* "*How can you tell if two patterns are alike or different?"* *"What makes a pattern?"* *"How can you predict what comes next in a growing pattern?"* *"What are some things you see around school or the playground that show a pattern?"* *"What are different ways you can create a pattern?"* **SDAP 1.2** Identify, describe and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors. *Essential Questions:* *"How can you sort these shapes?"* *"What makes a square a square?"* *"How can you use some of these smaller squares to create a bigger square?* *"How is a square like a cube?"* *"What objects do you know are made of different shapes?"* *"How is a circle not like a square?"* **MG 2.1** Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone). **MG 2.2** Compare familiar plane and solid objects by common attributes	• *LAUSD CORE PROGRAM- EnVision* Math (T7-11) • Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • Classroom *Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching	**SCREENING ASSESSMENT:** Teacher created universal screening; EnVision Math "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; **DIAGNOSTIC ASSESSMENT:** Teacher created universal screening; EnVision Math **OUTCOME ASSESSMENTS**: LAUSD Periodical Assessments; Teacher/Grade level standards-based assessments; Project Based assessments

	(position, shape, size, roundness, number of corners)		
Grade Kindergarten- Math - Trimester 3: Mid-March, April, May, June			
BIG IDEA- Certain attributes of objects are measurable and can be compared to other objects with the same measurable attributes Concept Attributes of objects can be used to sort, classify, and make comparisons. Direct comparison is used to determine the measurement of objects. Time is measured by a variety of tools. MG 1.0 Measurement and Geometry Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.	***Essential Questions:*** *"How do you decide which object is longer or shorter?"* *"What objects could be smaller than a ___?* *"How could order objects lightest to heaviest?"* *"What object could weigh about the same as a ___?"* *"How does a clock help us?"* **MG 1.1** Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more). **MG 1.2** Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). **MG 1.3** Name the days of the week.	• LAUSD CORE PROGRAM- EnVision Math • Scott Foresman/ Addison Wesley: (T12-16) • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3-Richardson	**SCREENING ASSESSMENT:** Teacher created universal screening; EnVision Math "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; **DIAGNOSTIC ASSESSMENT:** Teacher created universal screening; EnVision Math **OUTCOME ASSESSMENTS**: LAUSD Periodical Assessments; Teacher/Grade level standards-based assessments; Project Based assessments

	MG 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).	• Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literature	
<u>BIG IDEAS:</u> **Data can be collected, recorded using various types of representations, and interpreted to answer questions** **<u>Concept-</u>** Questions guide the collection of data that is displayed through various pictorial representations **1.0 Statistics, Data, and Probability** Students collect information about objects and events in their envrioment	***Essential Questions:*** *"How can you use a graph help you to solve problems?"* *"What does the information on the graph tell you?"* *"How do you use math to get information that is on a graph?"* *"How does making a graph with pictures help you to answer questions?"* **SDAP 1.1** Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.	• About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literature	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; **DIAGNOSTIC ASSESSMENT:** Teacher created universal screening; EnVision Math **OUTCOME ASSESSMENTS**: LAUSD Periodical Assessments; Teacher/Grade level standards-based assessments; Project Based assessments

Grade One: Scope and Sequence – Mathematics

Overview	Standards and Essential Questions	Instructional Strategies and Material	Assessment
Grade 1- Math- Trimester 1: September, October, November			
<u>BIG IDEA-</u>	*<u>Essential Questions:</u>*	• LAUSD CORE PROGRAM- EnVision Math	**SCREENING:** Teacher

Numbers have absolute value and relative size. **<u>Concept-</u>** The same number can be represented in multiple ways. Numbers beyond 9 are composed of groups of ten and ones. **<u>1.0 Number Sense</u>** Students understand and use numbers up to 100. **<u>BIG IDEA-</u>** **Whole numbers can be composed (put together) and decomposed (taken away)** **<u>Concepts-</u>** The same number can be represented multiple ways. Addition means putting together and increasing (join	*"How can you represent the number ___ in different ways?"* *"How do you compare two numbers?" How do you know which number is more or less?"* *"How can a group of three or more numbers be ordered?"* *"What is some things that need a number order?"* **NS 1.1** Count, read, and write whole numbers to 100. **NS 1.2** Compare and order whole numbers to 100 by using the ~~symbols~~ for less than, equal to, or greater than (focus on vocabulary only) **NS 1.3** Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) *Focus on expressions up to 10* (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 – 2, 11 – 3). <u>*Essential Questions:*</u> *"How can numbers be broken apart into two parts of a whole?" (part-part-whole mats)* *"What does it mean to add? Subtract?* *"What patterns do I see when counting?"* *"How can addition number sentences be used to show the parts and the whole* *"How can you use pictures, numbers,*	(T1-7)- • Scott Foresman/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • Growing Math Ideas in Kindergarten (Linda Dacey) • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literature • LAUSD CORE PROGRAM- EnVision Math (1-7)- • Scott Foresman/ Addison Wesley: • Changing the Faces of Mathematics:	created universal screening; EnVision Math pretest "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearson successnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

and part-part-whole). Subtracting is taking away, comparing, and finding a difference. **2.0 Number Sense** Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. **1.0 Algebra Functions** Students use number sentences with operational symbols and expressions to solve problems.	*and words solve an addition (or subtraction) problem?"* **NS 2.1** Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory **NS 2.5** Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference). **NS 2.3** Identify one more than, one less than, 10 more than, 10 less than a given number **NS 2.5** Show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference). **AF 1.1** Write and solve number sentences from problem situations that express relationships involving addition and subtraction. **AF 1.2** Understand the meaning of the symbols +, -, =. (and the words for each symbol)	Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and	
BIG IDEAS **Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).** **Concept** The same number can be represented in multiple ways. Addition means putting	*Essential Questions:* *"What are helpful strategies for addition?"* *(doubles, doubles plus 1, make a ten, etc)* *"What are helpful strategies for subtraction?"* *"How can you use addition to solve for subtraction problems?"* *"How is addition related to subtraction?"*	• LAUSD CORE PROGRAM- EnVision Math (1-7)- • Scott Foresman/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson	**SCREENING:** Teacher created universal screening; EnVision Math pretest **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative

together and increasing (join and part-part-whole). Subtracting is taking away, comparing and finding a difference (separate and missing part) **2.0 Number Sense** Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. **1.0 Algebra Functions** Students use number sentences with operational symbols and expressions to solve problems.	**NS 1.3** Represent equivalent forms of the same number through the use of physical models, diagrams, and number expressions (to 20) *Focus on up to 12.* (e.g., 8 may be represented as 4 + 4, 5 + 3, 2 + 2 + 2 + 2, 10 – 2, 11 – 3). **NS 2.1** Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory **NS 2.2** Use the inverse relationship between addition and subtraction to solve problems. **NS 2.3** Identify one more than, one less than, 10 more than, 10 less than a given number **AF 1.1** Write and solve number sentences from problem situations that express relationships involving addition and subtraction.	• Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literature •	Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearson successnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Grade 1- Math- Trimester 2: December, January, February, Mid-March			
BIG IDEA- **Geometry Through Patterns: Geometric figures are classified by common attributes and used as objects to create patterns.** **Concepts-** Patterns can be defined by	*Essential Questions:* *"What are some shapes (or what patterns) you see in your environment?"* *"How are solid shapes and plane shapes similar? Different?"* *"What patterns do you see when you sort plane shapes?"* *"How can you predict what comes next in a repeating pattern?"*	• LAUSD CORE PROGRAM- EnVision Math (T8-15) • Scott Foresman/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor,	**SCREENING ASSESSMENT:** Teacher created universal screening; EnVision Math "The Hiding Game" K. Richardson "Counting Assessment" M. Burns

their predictable elements. **2.0 Measurement and Geometry** Students identify common geometric figures, classify them by common attributes, and describe their relative position or their location in space	*"How can finding a pattern help to solve a problem?"* **MG 2.1** Identify, describe and compare triangles, rectangles, squares, and circles, including the faces of three-dimensional objects. **MG 2.2** Classify familiar plane and solid objects by common attributes, such as color, position, shape, size, roundness, or number of corners, and explain which attributes are being used for classification. **MG 2.3** Give and follow directions about location. **MG 2.4** Arrange and describe objects in space by proximity, position, and direction (e.g., near, far, below, above, up, down, **SDAP 2.1** Describe, extend and explain ways to get to a next element in simple repeating patterns (e.g., rhythmic, numeric, color, **MG 1.2** Tell time to the nearest half hour and relate time to events (e.g., before/after, shorter/longer)	Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literature	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; **DIAGNOSTIC ASSESSMENT:** Teacher created universal screening; EnVision Math **OUTCOME ASSESSMENTS**: LAUSD Periodical Assessments; Teacher/Grade level standards-based assessments; Project Based assessments
BIG IDEA- **Number Relationships and Equivalency** **Concepts-** The same numbers can be represented in multiple ways	*Essential Questions:* *"How can you use what you know about counting to count to 30? 50? 100?* *"How do you know a number is greater than, less than, or equal to another number?"* *"What patterns do you see when*	• About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3- Richardson • Problem Solving Strategies for Math- O'Connor	**SCREENING ASSESSMENT:** Teacher created universal screening; EnVision Math "The Hiding Game" K. Richardson "Counting Assessment" M.

Numbers beyond 9 are composed of groups of tens and ones. **<u>1.0 Number Sense</u>** Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement): **<u>3.0 Number Sense</u>** Students use estimation strategies in computation and problem solving that involve numbers that use the ones and the tens place	*counting up to 100?"(by 2's? by 5's? by 10"s?)* *"What strategies can you use to find the sum of three addends?"* **NS 1.1** Count, read, and write whole numbers to 100. **NS 1.2** Compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >). **NS 1.4** Count and group objects in ones and tens (e.g., three groups of 10 and 4 equals 34, or 30 + 4). **NS 2.1** Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory. **NS 2.2** Use the inverse relationship between addition and subtraction to solve problems. **NS 2.3** Identify one more than, one less than, 10 more than, and 10 less than a given number. **NS 2.4** Count by 2s, 5s, and 10s to 100. **NS 2.6** Solve addition and subtraction problems with one-and two-digit numbers (e.g., 5 + 58 = __) **NS 2.7** Find the sum of three one-digit numbers. **NS 3.1** Make reasonable estimates when comparing larger or smaller numbers. **SDAP 2.1** Describe, extend, and explain ways to get to the next element in simple repeating patterns **MG 2.4** Arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down…)	• Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literature • LAUSD CORE PROGRAM- EnVision Math • Scott Foresman/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE	Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; **DIAGNOSTIC ASSESSMENT:** Teacher created universal screening; EnVision Math **OUTCOME ASSESSMENTS**: LAUSD Periodical Assessments; Teacher/Grade level standards-based assessments; Project Based assessments

Grade 1- Math-Trimester 3: Mid-March, April, May, June			
BIG IDEA- Whole numbers represent sets of items that can be composed and decomposed. Concept Addition and subtraction are related operations that are used to solve problems in variety of contexts with different models. **2.0 Number Sense** Students demonstrate the meaning of addition and subtraction and use these operations to solve problems. .	*Essential Questions:* *"How do you where to begin will you subtract two two-digit numbers?"* *"How does place value help with addition and subtraction?"* *"How does knowing your addition facts help you with subtraction?* *"How does addition relate to subtraction?"* *"How can you use addition to check subtraction?"* NS 2.1 Know the addition facts (sums to 20) and the corresponding subtraction facts and commit them to memory. **NS 2.2** Use the inverse relationship between addition and subtraction to solve problems. **NS 2.6** Know the addition facts to sums of 20 and the corresponding subtraction facts and commit them to memory. **AF 1.3** Create problem situations that might lead to given number sentences involving addition and subtraction.	• LAUSD CORE PROGRAM- EnVision Math • Scott Foresman/ Addison Wesley: (T16-20) • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literature	**SCREENING ASSESSMENT:** Teacher created universal screening; EnVision Math "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; **DIAGNOSTIC ASSESSMENT:** Teacher created universal screening; EnVision Math **OUTCOME ASSESSMENTS**: LAUSD Periodical Assessments; Teacher/Grade level standards-based assessments; Project Based assessments
BIG IDEAS:	***Essential Questions:***	• *About Teaching Mathematics* – M.	**PROGRESS MONITORING**

Data can be interpreted from organized visual representations. **<u>Concept-</u>** Data can be sorted, classified, represented. **1.0 Statistics, Data, and Probability** Students collect information about objects and events in their envrioment	*"How can you use a graph help you to solve problems?"* *"What does the information on the graph tell you?"* *"How do you use math to get information that is on a graph?"* *"How does making a graph with pictures help you to answer questions?"* **SDAP 1.1** Sort objects and data by common attributes and describe the categories. **SDAP 1.2** Represent and compare data (e.g., largest, smallest, most often, least often) by using pictures, bar graphs, tally charts, and picture graphs.	Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literature	**ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; **DIAGNOSTIC ASSESSMENT:** Teacher created universal screening; EnVision Math **OUTCOME ASSESSMENTS**: LAUSD Periodical Assessments; Teacher/Grade level standards-based assessments; Project Based assessments
1.0 Measurement and Geometry Students use direct comparison and nonstandard units to describe the mea-surements of objects:	**NS 1.5** Identify and know the value of coins and show different combinations of coins that equal the same value. **MG 1.0** Students use direct comparison and nonstandard units to describe the measurements of objects. **MG 1.1** Compare the length, weight, and volume of two or more objects by using direct comparison or a nonstandard unit.		

Grade Two: Scope and Sequence – Mathematics

Overview	Standards and Essential Questions	Instructional Strategies and Material	Assessment
Grade 2-Math- Trimester 1: September, October, November			

BIG IDEA **Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).** **Concepts** There are properties that govern the addition of numbers. Addition and subtraction are related. Numbers to 100 are composed of groups of tens and ones. **1.0 Number Sense** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000: (focus on numbers up to 100) **2.0 Number Sense** Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers: **1.0 Algebra Functions** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction.	***Essential Questions*** *"How do whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart)?"* *"What are all the ways to show the number ____ using two groups?"* *"How can subtraction be used to find the missing part of the whole?"* *"How can you use addition to check your answer in a subtraction sentence?"* *"What patterns do you see in counting numbers to 100?"* **NS 1.1** Count, read, and write whole numbers to 1,000 and identify the place value for each digit. **NS 1.2** Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000). **NS 1.3** Order and compare whole numbers to 1,000 by using the symbols <, =, >. **NS 2.1** Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 – 6 = 8) to solve problems and check solutions.	• LAUSD CORE PROGRAM- EnVision Math (1-7)- • Scott Foresman/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching	**SCREENING:** Teacher created universal screening; EnVision Math pretest "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearson successnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

BIG IDEA Predictions and generalizations can be made from analysis of data and patterns **Concepts** Patterns grow and extend in predictable ways **1.0 Statistics, Data, and Probability** Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations: **2.0 Statistics, Data, and Probability** Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:	**AF 1.1** Use the commutative and associative rules to simplify mental calculations and to check results. **AF 1.2** Relate problem situations to number sentences involving addition and subtraction. **AF 1.3** Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. **SDAP 1.4** Ask and answer simple questions related to data representations. **SDAP 2.1** Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12… the number of ears on one horse, two horses, three horses, four horses). **SDAP 2.2** Solve problems involving simple number patterns.	• LAUSD CORE PROGRAM- EnVision Math (1-7)- • Scott Foresman/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. K-2- Burns & vonRotz • Appropriate Children's Literature	
BIG IDEA **Plane and solid shapes are classified and analyzed by their attributes.**	***Essential Questions*** *"What plane shapes or three dimensional do you see in your environment?"* *"How can plane shapes and three*	• *LAUSD CORE PROGRAM- EnVision Math* (1-7)-Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction*	**SCREENING:** Teacher created universal screening; EnVision Math pretest "The Hiding Game" K. Richardson

Concepts Shapes can be analyzed and manipulated using their attributes. **2.0 Measurement and Geometry** Students identify and describe the attributes of common figures in the plane and of common objects in space	*dimensional shapes be identified, classified, analyzed, and described?"* *"What are some similar and different attributes of plane shapes and three dimensional shapes?"* *"How can new shapes be made by combining other shapes?"* *"How can cutting larger shapes make new smaller shapes?* **MG 2.1** Describe and classify plane and solid geometric shapes (e.g., circle, triangle, square, rectangle, sphere, pyramid, cube, rectangular prism) according to the number and shape of faces, edges, and vertices. **MG 2.2** Put shapes together and take them apart to form other shapes (e.g., two congruent right triangles can be arranged to form a rectangle).	*That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching	"Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearson successnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments **SCREENING:** Teacher created universal screening; EnVision Math pretest
BIG IDEA Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart).	***Essential Questions*** *"What are different ways of adding tens and ones?"* *"What does it mean to find the missing sum?"* *"How are addition and subtraction*	• *LAUSD CORE PROGRAM- EnVision Math* (1-7)- • Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM	**SCREENING:** Teacher created universal screening; EnVision Math pretest "The Hiding Game" K. Richardson "Counting Assessment" M.

Concepts Addition and subtraction of 2-digit numbers are related. Numbers can be approximated by the numbers that are close. **2.0 Number Sense** Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers: **1.0 Algebra Functions** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:	*related?"* *"What information is given on the graph?"* *"How can you use the part-part-whole mat to show addition sentences?"* **NS 2.1** Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 – 6 = 8) to solve problems and check solutions. **NS 2.3** Use mental arithmetic to find the sum or difference of two two-digit numbers. **AF 1.1** Use the commutative and associative rules to simplify mental calculations and to check results. **AF 1.2** Relate problem situations to number sentences involving addition and subtraction. **AF 1.3** Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	• *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching	Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearson successnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
1.0 Statistics, Data, and Probability Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations: **2.0 Statistics, Data, and Probability**	**SDAP 1.4** Ask and answer simple questions related to data representations grow and describe them in general ways: **SDAP 2.1** Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses).		

Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:			
Grade 2- Math- Trimester 2: December, January, February, Mid-March			
BIG IDEA Whole numbers represent sets of items that can be composed (put together) and decomposed (taken apart). **Concepts** Addition and subtraction of 2-digit numbers are related. Numbers can be approximated by the numbers that are close. **1.0 Number Sense** Students understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000: **2.0 Number Sense** Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers: **6.0 Number Sense** Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens,	***Essential Questions*** *"Does the order of addends in addition affect the sum?"* *"How does estimation help to check your exact answer to a number sentence?"* *"How do you estimate a two-digit sum?"* *"How does knowing about place value help you to know how to add two digit numbers?"* *"How does making tens help when subtracting or adding?"* **NS 1.1** Count, read, and write whole numbers to 1,000 and identify the place value for each digit. **NS 1.2** Use words, models, and expanded forms (e.g., 45 = 4 tens + 5) to represent numbers (to 1,000). **NS 1.3** Order and compare whole numbers to 1,000 by using the symbols <, =, >. **NS 2.1** Understand and use the inverse relationship between addition and subtraction (e.g., an opposite number sentence for 8 + 6 = 14 is 14 – 6 = 8) to solve problems and check solutions. **NS 2.2** Find the sum or difference of two whole numbers up to three digits long. **NS 2.3** Use mental arithmetic to find	• *LAUSD CORE PROGRAM- EnVision Math* (8-13&16) • Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • *Lessons for Algebraic Thinking Gr. K-2*- Burns & vonRotz	**SCREENING:** Teacher created universal screening; EnVision Math pretest "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearson successnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME**

hundreds, and thousands place of patterns and how patterns **1.0 Algebra Functions** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction:	the sum or difference of two two-digit numbers. **AF 1.1** Use the commutative and associative rules to simplify mental calculations and to check results. **AF 1.2** Relate problem situations to number sentences involving addition and subtraction. **AF 1.3** Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences.	• Appropriate Children's Literature	**ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA Operations for whole numbers and fractions are related and can be represented in multiple ways. **Concepts** Fractions show the relationship of parts to a whole. **4.0 Number Sense** Students understand that fractions and decimals may refer to parts of a set and parts of a whole:	***Essential Questions*** *"What does 'equal parts' mean?"* *"How do you identify equal parts and unequal parts?"* *"How can you use pictures and fractions to show parts of a set (or parts of a whole)?"* *"How can you use a fraction to show the amount of something?"* *"When is a fraction equal to a whole?"* *"What important math ideas do you notice when you identify and name fractions?"* **NS 4.1** Recognize, name, and compare unit fractions from 1/12 to 1/2. **NS 4.2** Recognize fractions of a whole and parts of a group (e.g., one-fourth of a pie, two-thirds of 15 balls). **NS 4.3** Know that when all fractional parts are included, such as four-fourths, the result is equal to the whole and to one.	• *LAUSD CORE PROGRAM- EnVision Math* Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith	

		• Team Teaching • *Lessons for Algebraic Thinking Gr. K-2*- Burns & vonRotz • Appropriate Children's Literature	
1.0 Statistics, Data, and Probability Students collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations: **2.0 Statistics, Data, and Probability** Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:	**SDAP 1.4** Ask and answer simple questions related to data representations grow and describe them in general ways: **SDAP 2.1** Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12…; the number of ears on one horse, two horses, three horses, four horses).	•	
BIG IDEA Objects can be measured using various unit amounts. **Concepts** Objects can be measured and their measurements can differ when using different units. Money and time can be measured in a variety of ways **6.0 Number Sense** Students use estimation strategies in computation **1.0 Measurement and**	***Essential Questions*** *"What are objects (paper clip, crayons, hand span, etc) you can use to measure something?"* *"What are some tools (inch ruler, cm ruler, yard stick etc) you use to measure something?"* *"Why would you get different measurement amounts when you measure the same thing?"* *"How can you use estimation to figure out the length of an object?"* *"How can you use objects to measure lengths that are not straight?"* **NS 6.1** Recognize when an estimate is reasonable in measurements (e.g., closest inch). **MG 1.1** Measure the length of objects	• *LAUSD CORE PROGRAM- EnVision Math* Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the*	**SCREENING:** Teacher created universal screening; EnVision Math pretest "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created

Geometry Students understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured.	by iterating (repeating) a nonstandard or standard unit. **MG 1.2** Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used. **MG 1.3** Measure the length of an object to the nearest inch and/or centimeter **MG 1.4** Tell time to the nearest quarter hour and know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year.) **MG 1.5** Determine the duration of intervals of time in hours (e.g., 11:00 am to 4:00 pm)	*Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3-* Richardson • Problem Solving Strategies for Math- O'ConnorTask Analysis Guide- Stein and Smith	tests/quizzes Student/teacher conferencing; pearson successnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA Objects can be measured using various unit amounts. **Concepts** Money and time can be measured in a variety of ways **5.0 Number Sense** Students model and solve problems by representing, adding, and subtracting amounts of money.	***Essential Questions*** *"What are some things we use to measure time?"* *"What patterns do you see when you tell time (by the hour, ½ hour, quarter hour)* *"How are the units of time related to each other?"* *"How can you find the value of a group of dimes, nickels, and pennies?"* *"What strategies do you use to figure out the change from something you buy?"* **NS 5.1** Solve problems using combinations of coins and bills. **NS 5.2** Know and use the decimal notation and the dollar and cent symbols for money.	• *LAUSD CORE PROGRAM- EnVision Math* Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson	Note: Envision Math does not provide activities or assessments for the concept of making change.

		• *Developing Number Concepts Books 1,2,3-* Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • *Lessons for Algebraic Thinking Gr. K-2-* Burns & vonRotz • Appropriate Children's Literature	
Grade 2- Math- Trimester 3: Mid-March, April, May, June			
BIG IDEA Predictions and generalizations can be made from analysis of data and patterns **Concepts** Patterns grow and extend in predictable ways Data can be collected, sorted, classified and analyzed. **1.0 Algebra Functions** Students model, represent, and interpret number relationships to create and solve problems involving addition and subtraction: **1.0 Statistics, Data, and Probability** Students collect numerical data	***Essential Questions*** *"How can you use a bar graph to organize information and compare data?"* *"What does range and mode tell you about the information on the graph?"* *"How does showing data in a bar graph and a tally chart help you compare that data?"* *"In what ways do graphs help you to analyze and interpret data?"* *"How would making your own graph help you to analyze and interpret data?* **AF 1.3** Solve addition and subtraction problems by using data from simple charts, picture graphs, and number sentences. **SDAP 1.2** Represent the same data set in more than one way (e.g., bar graphs and charts with tallies).	• *LAUSD CORE PROGRAM- EnVision Math* (14,15, 17-20) Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners-* Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn-* Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3-* Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith	**SCREENING:** Teacher created universal screening; EnVision Math pretest "The Hiding Game" K. Richardson "Counting Assessment" M. Burns **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearson successnet.co **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic

and record, organize, display, and interpret the data on bar graphs and other representations: **2.0 Statistics, Data, and Probability** Students demonstrate an understanding of patterns and how patterns grow and describe them in general ways:	**SDAP 1.4** Ask and answer simple questions related to data representations. **SDAP 2.1** Recognize, describe, and extend patterns and determine a next term in linear patterns (e.g., 4, 8, 12....; the number of ears on one horse, two horses, three horses, four horses). **SDAP 2.2** Solve problems involving simple number patterns	• Team Teaching • *Lessons for Algebraic Thinking Gr. K-2*- Burns & vonRotz • Appropriate Children's Literature	screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA Operations for whole numbers are related and can be represented in multiple ways using the base-ten number system. **Concepts** Numbers to 1,000 are composed of groups of hundreds, tens and ones. Addition and subtraction of 3-digit numbers are related. **2.0 Number Sense** Students estimate, calculate, and solve problems involving addition and subtraction of two- and three-digit numbers: **Concept:** Multiplication and division are related.	***Essential Questions*** *"How can you estimate the sum of three-digit numbers?"* *"How does place value help you to add or subtract three digit numbers?"* *"What are some strategies for calculating sum or difference?* *"How are addition and subtraction related?"* **NS 2.2** Find the sum or difference of two whole numbers up to three digits long. ***Essential Questions*** *"How is repeated addition, building arrays and skip counting related to multiplication?*	• *LAUSD CORE PROGRAM- EnVision Math* Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*- Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith	

NS 3.0 Students model and solve simple problems involving multiplication and division:	*"How does telling time help you with multiplication?"* *"What patterns do you notice when you skip counting? Using repeated addition? Building arrays?"* *"Does the order of the factors in multiplication affect the product?* *"How are multiplication and division related?"* *"* **NS 3.1** Use repeated addition, arrays, and counting by multiples to do multiplication. **NS 3.2** Use repeated subtraction, equal sharing, and forming equal groups with remainders to do division. **NS 3.3** Know the multiplication tables of 2s, 5s, and 10s (to "times 10") and commit them to memory.	• Team Teaching	

Grade Three- Mathematics Scope and Sequence			
Overview	**Standards and Essential Questions**	**Instructional Strategies and Material**	**Assessment**
Grade 3- Trimester 1- Mathematics- September, October, November			
BIG IDEA **Numbers are represented in multiple ways and operations are related and are represented in multiple ways.** **Concepts** Numbers to 10,000 are composed of groups of thousands, hundreds, tens,	***Essential Questions*** *"How can place value help you to compare and order large numbers?"* *"What are some situations that you would need to round numbers?"* *"How can you use mental math to add or subtract number? (using break apart or making tens strategies?)"* *"How do you estimate a sum or difference?"* *"How can you use addition to check your answer to a subtraction problem?"*	• LAUSD CORE PROGRAM- EnVision Math (T1-7) • Scott Foresman/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English	• Screening: Teacher created universal screening; EnVision Math pretest • Progress Monitoring Assessment: Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created

and ones. Addition and subtraction are inversely related to each other. **1.0 Number Sense** Students understand the place value of whole numbers **2.0 Number Sense** Students calculate and solve problems involving addition, subtraction, multiplication, and division:	**NS 1.1** Count, read, and write whole numbers to 10,000. **NS 1.2** Compare and order whole numbers to 10,000. **NS 1.3** Identify the place value for each digit in numbers to 10,000. **NS 1.4** Round off numbers to 10,000 to the nearest ten, hundred, and thousand. **NS 1.5** Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 200 + 6). **NS 2.1** Find the sum or difference of two whole numbers between 0 and 10,000. solve problems and check solutions.	Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Place value chart,; 1000's book; skip counting books,; rounding chart; base 10 blocks;. Place value chips	tests/quizzes Student/teacher conferencing; • pearsonsuccessnet.com • Diagnostic Assessment: • Teacher created diagnostic screening; • EnVision Math • Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA A shape is defined by its attributes. **Concepts** Plane and solid shapes can be classified and analyzed. **2.0 Measurement and Geometry** Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve	***Essential Questions*** *"How can you describe and compare parts of a solid figure?"* *"How can you create new solids by breaking apart existing solids?"* *"What geometric elements (shapes, lines, solids) do you see in your environment?"* *"How do you know if a shape is not a polygon?"* *"What are different ways to sort and classify triangles? Quadrilaterals?"* **MG 2.1** Identify, describe, and classify polygons (including pentagons, hexagons, and octagons). **MG 2.2** Identify attributes of triangles (e.g., two equal sides for the isosceles triangle, three equal	• LAUSD CORE PROGRAM- EnVision Math (1-7)- • Scott Foreman/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language	• Screening: Teacher created universal screening; EnVision Math pretest • Progress Monitoring Assessment: Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; • pearsonsuccessnet.com • Diagnostic Assessment:

problems :	sides for the equilateral triangle, right angle for the right triangle). **MG 2.3** Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square). **MG 2.4** Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle, (right, obtuse, acute). **MG 2.5** Identify, describe, and classify common three-dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder). **MG 2.6** Identify common solid objects that are the components needed to make a more complex solid object.	Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Lessons for Algebraic Thinking Gr. 3-5- Burns & vonRotz • A Collection of Math Lessons from Grades 1 through 3 - Burns & Tank • Appropriate Children's Literature • Geoboards; tangrams; popsicle sticks or pipe cleaners; • Geometric nets; pattern blocks	• Teacher created diagnostic screening; • EnVision Math • Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
2.0 Number Sense Students calculate and solve problems involving addition, subtraction, multiplication, and division. **BIG IDEA** Operations are related and are represented in multiple ways.	***Essential Questions*** *"How can knowing your 2's multiplication facts help you to learning the 4's or 8's facts?"* *"What ways can you break apart arrays to show multiplication facts of 7's or 9's?"* **NS 2.2** Memorize to automaticity the multiplication tables for numbers between 1 and 10.	• LAUSD CORE PROGRAM- EnVision Math (1-8)- • Scott Foresman/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math	• **SCREENING:** Teacher created universal screening; EnVision Math pretest • **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher

Concepts Multiplication and division are inversely related to each other.	**NS 2.3** Use the inverse relationship of multiplication and division to compute and check results. **NS 2.6** Understand the special properties of 0 and 1 in multiplication and division. **NS 2.8** Solve problems that require two or more of the skills mentioned above. ***Essential Questions*** *"How are circles and stars, repeated addition, or making arrays used to show multiplication of basic facts?"* *"How can you write a math story to represent a multiplication fact?"* *"What patterns do you see when multiplying by 2's or 5's? Are these the same patterns as other multiplication facts?"*	Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Developing Number Concepts Books 1,2,3-Richardson • Problem Solving Strategies for Math- O'Connor • Lessons for Algebraic Thinking Gr. 3-5- Burns & vonRotz • A Collection of Math Lessons from Grades 1 through 3 • Burns & Tank • Task Analysis Guide- Stein and Smith • Team Teaching • Skip counting books; grid paper; dice; two color counters; pattern blocks;	Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; • pearsonsuccessnet.com • **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; • EnVision Math • **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Grade 3- Mathematics- Trimester 2: December, January, February, Mid-March			
BIG IDEA Operations are related and are represented in multiple	***Essential Questions*** *"How are division and multiplication inversely related to each other?"*	• *LAUSD CORE PROGRAM- EnVision Math* (T8-15) • Scott Foresman/ Addison Wesley:	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem

ways. **Concepts** Multiplication and division are inversely related to each other. **2.0 Number Sense** Students calculate and solve problems involving addition, subtraction, multiplication, and division. **BIG IDEA** Patterns grow and extend in predictable ways **Concepts** Function shows a relationship between a change from one term to another term. **1.0 Algebra Functions** Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships **2.0 Algebra Functions** Students represent simple functional relationships: **BIG IDEA** Operations are related and are represented in multiple	*"What are some strategies for solving division problems?"* *"How can you write a math story to represent a division fact?"* *"How are two division concept different: Using division to figure out the equal groups when he number of equal share in each group is given and using division to figure out the equal share when the number of equal groups is given.)"* **NS 2.2** Memorize to automaticity the multiplication tables for numbers between 1 and 10. **NS 2.3** Use the inverse relationship of multiplication and division to compute and check results. **NS 2.6** Understand the special properties of 0 and 1 in multiplication and division. **NS 2.8** Solve problems that require two or more of the skills mentioned above. ***Essential Questions*** *"How are numbers in a table related? How can you extend number patterns in a table?"*	• *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • *Lessons for Algebraic Thinking Gr. 3-5*- Burns & vonRotz • Appropriate Children's Literature • Two color counters; skip counting book; grid paper • *LAUSD CORE PROGRAM- EnVision Math* (8-15) • Scott Foresman/ Addison Wesley:	of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem

ways. **Concepts** Multiplication and division are inversely related to each other. **2.0 Number Sense** Students calculate and solve problems involving addition, subtraction, multiplication, and division. **BIG IDEA** Patterns grow and extend in predictable ways **Concepts** Function shows a relationship between a change from one term to another term. **1.0 Algebra Functions** Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships **2.0 Algebra Functions** Students represent simple functional relationships:	*"How can you figure out the rule of a table?"* *"How is a rule related to an expression?"* *"How can you use words, numbers, and pictures to solve a math problem?"* *"How do you know when a math problem has multi-steps?"* **AF 1.1** Represent relationship of quantities in the form of mathematical expressions, equations, or inequalities. **AF 1.3** Select appropriate operational and relational symbols to make an expression true (e.g., if 4 __3 = 12, what operational symbol goes in the blank?). **AF 1.5** Recognize and use the commutative and associative properties of multiplication (e.g., if 5 x 7 = 35, then what is 7 x 5? and if 5 x 7 x 3 = 105, then what is 7 x 3 x 5?). **AF 2.1** Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit). **AF 2.2** Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses may be calculated by counting by 4s or by multiplying the number of horses by 4).	• *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • *Lessons for Algebraic Thinking Gr. 3-5*- Burns & vonRotz • Appropriate Children's Literature • Input-output tables; pattern blocks; blocks	of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA Numbers are represented in multiple ways and operations are related and are represented in multiple ways.	***Essential Questions*** *"What does 'equal parts' mean?" "How do you identify equal parts and unequal parts?"* *"How can you write a fraction to name parts of a whole? Part of a set? Part of a length?"* *"How can different fractions show the same*	• *LAUSD CORE PROGRAM- EnVision Math* Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom*	Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes

Concepts A comparison of a part to a whole can be represented using fractions. **3.0 Number Sense** Students understand the relationship between whole numbers, simple fractions, and decimals:	*amount?"* *"What are some ways you can use fractions to solve math problems?"* *"How can you use equivalent fractions to compare and order factions?"* *"When making a model of fractions to show different fractional parts, what is important to understand?"* *"How can you create models and math problem stories to show addition or subtraction of fractions?"* **NS 3.1** Compare fractions represented by drawings or concrete materials to show equivalency and to add and subtract simple fractions in context (e.g., ½ of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is larger than ¼). **NS 3.2** Add and subtract simple fractions (e.g., determine that 1/8 + 3/8 is the same as 1/2).	*Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • *Lessons for Algebraic Thinking Gr. 3-5*- Burns & vonRotz • Appropriate Children's Literature • Marilyn Burns fraction kit; fraction bars; measuring cups; pattern blocks; circle pie fractions; two-color counters; coins	Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals;
BIG IDEA Operations are related and are represented in multiple ways.	***Essential Questions*** *"What strategies can you use from multiplication of basic facts to help you figure out multiplication of multi-digit numbers with a one digit number? (Making arrays, break apart, repeated addition,*	*LAUSD CORE PROGRAM- EnVision Math* Scott Foresman/ Addison Wesley: *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick

Concepts Multiplication and division are inversely related to each other. **2.0 Number Sense** Students calculate and solve problems involving addition, subtraction, multiplication, and division.	*etc.)"* *"How can you model division of larger numbers?"* *"How can multiplication be used to check an answer to a division problem?"* **NS 2.3** Use the inverse relationship of multiplication and division to compute and check results. **NS 2.4** Solve simple problems involving multiplication of multidigit numbers by one-digit numbers (3,671 x 3 = __). **NS 2.5** Solve division problems in which a multidigit number is evenly divided by a one-digit number (135 ÷ 5 = __). **NS 2.8** Solve problems that require two or more of the skills mentioned above.	*Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *About Teaching Mathematics* – M. Burns *50 Problem Solving Activities* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • *Lessons for Algebraic Thinking Gr. 3-5*- Burns & vonRotz • Appropriate Children's Literature • Base 10 blocks; place value chips	Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal
BIG IDEA A shape is defined by its attributes, and some attributes can be quantified using measuring tools. **Concepts** An object's attributes can be measured. **1.0 Measurement and Geometry** Students choose and use appropriate units and measurement tools to quantify	***Essential Questions*** *"How do you use a rule to measure an object?"* *"What are some measuring tools that can be used to measure different objects?"* *"How are inches, feet, yards, and miles related to each other?"* *"How can you estimate and measure length?"* *"What are some different ways to measure time?"* **AF 1.4** Express simple unit conversions in symbolic form (e.g., __inches = __ feet x 12). **MG 1.1** Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects. **MG 1.4** Carry out simple unit conversions within	• *LAUSD CORE PROGRAM- EnVision Math* • Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding*	**PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:**

the properties of objects: **1.0 Algebra Functions** Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships	a system of measurement (e.g., centimeters and meters, hours and minutes). **NS 2.8** Solve problems that require two or more of the skills mentioned above **AF 2.1** Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit).	*the Math You Teach* – Chaplin & Johnson • Standard measuring tools; non-standard measuring tools; yarn; cm cubes	Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Grade 3- Mathematics- Trimester 3: Mid-March, April, May, June			
BIG IDEA A shape is defined by its attributes, and some attributes can be quantified using measuring tools. **Concepts** An object's attributes can be measured. **1.0 Measurement and Geometry** Students choose and use appropriate units and measurement tools to quantify the properties of objects: **1.0 Algebra Functions** Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships	***Essential Questions*** *"What is perimeter? What is area? How are they similar yet different?"* *"How would you figure out the perimeter of an object with curved sides?"* *"How do you estimate and find the area of an irregular shape?"* *"How is the area of an object related to the volume of the object?"* **NS 2.8** Solve problems that require two or more of the skills mentioned above **AF 1.4** Express simple unit conversions in symbolic form (e.g., __inches = __ feet x 12). **AF 2.1** Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the cost per unit). **MG 1.1** Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects. **MG 1.2** Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them. **MG 1.3** Find the perimeter of a polygon with integer sides.	• *LAUSD CORE PROGRAM- EnVision Math* (17-20) Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books*	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

	MG 1.4 Carry out simple unit conversions within a system of measurement e.g., centimeters and meters, hours and minutes). **MG 2.3** Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).	*1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • *Lessons for Algebraic Thinking Gr. K-2*- Burns & vonRotz • Appropriate Children's Literature • Blocks (cm and inch); colored tiles; grid paper; tangrams; pattern blocks;	
BIG IDEA Numbers are represented in multiple ways and operations are related and are represented in multiple ways. **Concepts** Fractions and decimals can be used to represent equivalent quantities. **2.0 Number Sense** Students calculate and solve problems involving addition, subtraction, multiplication, and division. **3.0 Number Sense** Students understand the relationship between whole numbers, simple fractions, and decimals:	***Essential Questions*** *"What are decimals?" "How are decimals and fractions alike? Different?"* *"What are some ways you can use a model of decimals or fractions to represent the same part of a whole?"* *"How are fractions and decimals related to money?"* **NS 2.7** Determine the unit cost when given the total cost when given the total cost and number of units. **NS 3.3** Solve problems involving addition, subtraction, multiplication, and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation by using whole-number multipliers and divisors. **NS 3.4** Know and understand that fractions and decimals are two different representations of the same concept (e.g., 50 cents is ½ of a dollar, 75 cents is ¾ of a dollar).	• *LAUSD CORE PROGRAM- EnVision Math* Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM*Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson	**DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

		• Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Pattern blocks; coins; place value charts; money charts	
BIG IDEA Events can be measured based on analysis of possible outcomes. **Concepts** Events can be visually represented and can be used for predictions. **1.0 Statistic, Data, and Probability**: Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions:	***Essential Questions*** *"What is probability?"* "*How can you describe whether or not something an event will happen?"* *"How are tally charts and graphs used to organize data?"* *"How can you use math to show the probability that an event will happen?"* *"What does it mean when the outcome of an event is certain? Likely? Impossible?"* **SDAP 1.1** Identify whether common events are certain, likely, unlikely, or improbable. **SDAP 1.2** Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times. **SDAP 1.3** Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or a line plot). **SDAP 1.4** Use the results of probability experiments to predict future events (e.g., use a line plot to predict the temperature forecast for the next day).	• *LAUSD CORE PROGRAM- EnVision Math* • Scott Foresman/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *nstructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Br. • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Developing Number Concepts Books 1,2,3*-Richardson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • *Lessons for Algebraic Thinking Gr. K-2*- Burns & vonRotz • Appropriate Children's Literature • Dice; color tiles; counters; chips;	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments; Year End Assessment;

		spinners	

Grade Four: Scope and Sequence – Mathematics

Overview	Standards and Essential Questions	Instructional Strategies and Material	Assessment
Grade 4- Mathematics- Trimester 1: September, October, November			
Big Idea Numerical values can be represented in multiple ways. Concepts Commutative, associative, and distributive properties are inherent in the algorithms for operations of rational numbers. Equivalent values can have different numerical representations. 1.0 Number Sense Students understand the place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions.	Essential Questions "What are some ways to represent large numbers? " "How are numbers ordered?" "What does each of these symbols mean? <, >, =" "How do you compare numbers with zeroes?" "What are some strategies to solving word problems?" NS 1.1 Read and write whole numbers in the millions. NS 1.2 Order and compare whole numbers and decimals to two decimal places.	• LAUSD CORE PROGRAM- EnVision Math (T1-7) Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith	Screening: Teacher created universal screening; EnVision Math pretest Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math

Students use the concepts of negative numbers Big Idea Numerical values can be represented in multiple ways. Concepts Commutative, associative, and distributive properties are inherent in the algorithms for operations of rational numbers. 2.0 Number Sense Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals: 3.0 Number Sense Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the	Essential Questions "How do you round numbers?" "How can you estimate sums and differences of whole numbers?" "How does understanding place value help to solve computational problems?" "How is an expression different from an equation?" "How can you use addition to check your answer to a subtraction problem?" NS 1.3 Round whole numbers through the millions to the nearest ten, hundred, thousand, ten thousand, or hundred thousand. NS 1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate. NS 2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places. NS 3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations:	• Team Teaching; • Place value chart,; rounding chart; base 10 blocks;. Place value chips; Appropriate Children's Literature • LAUSD CORE PROGRAM- EnVision Math (1-7)- • Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith	Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com

operations	NS 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers.	• Team Teaching • Appropriate Children's Literature • Base 10 Blocks; Place value charts; grid paper	
Big Idea Operations are related and are represented in multiple ways. Concepts Multiplication and division are inversely related to each other.	Essential Questions "How can we use arrays to understand multiplication?" "How are multiplication and division are related?" "What is division? "How can a bar diagram be use to represent a multiplication (or division) problem?" "How are multiplication and division used outside of school in our daily lives? Explain.	• LAUSD CORE PROGRAM- EnVision Math (1-8)- Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language	Screening: Teacher created universal screening; EnVision Math pretest Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative

3.0 Number Sense Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations .	"What place value patterns can be seen when you multiply one-digit numbers by multiples of ten and one hundred?" "How does multiplication of basic facts differ from multiplication of one-digit numbers by multi-digit numbers? "What does regroup mean?" "When multiplying, how do you know your answer is reasonable?" NS 3.0 Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations: NS 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers. NS 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results.	Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Skip counting books; grid paper;	Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Big Idea Arithmetic and algebra are guided by properties of operations and equivalence.	Essential Questions "How are division and multiplication inversely related to each other?" "What is a quotient? Divisor?	• LAUSD CORE PROGRAM- EnVision Math (1-7)- Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics:	Screening: Teacher created universal screening; EnVision Math pretest

Concepts Numbers can be classified as prime or composite and can be expressed as a product of factors. Equivalent values can have different numberical representations. 3.0 Number Sense Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations 4.0 Number Sense Students know how to factor small whole numbers:	Dividend?" "What does it mean when you divide and have some left over?" "How can you write a math story to represent a division problem?" "How can place value help you divide?" "How does knowing about factors of numbers help with solving math problems?" NS 3.2 Demonstrate an understanding of, and the ability to use, standard algorithms for multiplying a multidigit number by a two-digit number and for dividing a multidigit number by a one-digit number; use relationships between them to simplify computations and to check results. NS 1.4 Decide when a rounded solution is called for and explain why such a solution may be appropriate. NS 3.4 Solve problems involving division of multidigit numbers by one-digit numbers. NS 4.1 Understand that many whole numbers break down in different ways (e.g., 12 = 4 x 3 = 2 x 6 = 2 x 2 x 3) NS 4.2 Know that numbers such as 2, 3, 5, 7, and 11 do not have any factors except 1 and themselves and that such numbers are called prime	Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • The factor game (M. Burns) • Balancing Beam or Hands on Equations	Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

	numbers		
Grade 4- Mathematics- Trimester 2: December, January, February, Mid-March			
Big Idea Geometric properties determine the similarities and differences of shapes and solids Concepts Lines and shapes can be described by their attributes 3.0 Measurement and Geometry Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.	Essential Questions "What are some important geometric names for lines?" "How are these lines similar yet different?" "What makes a shape not a polygon?" "How are shapes classified?" "What pattern can you discover when investigating and sorting shapes by their geometric parts?" (Vertices, edges, faces…) "How can you use a two-dimensional shape to represent a three dimensional?" MG 3.1 Identify lines that are parallel and perpendicular. MG 3.2 Identify the radius and diameter of a circle. MG 3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1⁄4, 1⁄2, 3⁄4, and full turns. MG 3.6 Visualize, describe, and make models of geometric solids (e.g., prisms, pyramids) in terms of the number and shape of faces, edges, and vertices; interpret two-dimensional representations of three-dimensional objects; and draw	• LAUSD CORE PROGRAM- EnVision Math (T8-14) • Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Pattern blocks; protractors; compasses; solids and nets; tangrams; geoboards; grid	Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick

	patterns (of faces) for a solid that, when cut and folded, will make a model of the solid. MG 3.7 Know the definitions of different triangles (e.g., equilateral, isosceles, scalene) and identify their attributes. MG 3.8 Know the definition of different quadrilaterals (e.g., rhombus, square, rectangle, parallelogram, trapezoid).	paper; pipe cleans or popsicle sticks	Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com
Big Idea Arithmetic and algebra are guided by properties of operations and equivalence. Concepts Numbers have a unique point on the number line. Two numbers are equal when they represent the same point on the number line. 1.0 Number Sense Students understand the place value of whole numbers and decimals to two	Essential Questions "What does 'equal parts' mean?" "How do you identify equal parts and unequal parts of a whole?" "How can different fractions show the same amount?" "How can you use equivalent fractions to compare and order factions?" "How can you represent fractions on a number line?" How are fractions with like denominators added? Subtracted? "How can equivalent fractions help when adding fractions with unlike denominators?" "How are fractions and decimals related to money?" "How can you use place value to compare and order decimal numbers?" NS 1.2 Order and compare whole numbers and decimals to two	• LAUSD CORE PROGRAM- EnVision Math (8-15) Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 –	Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers	decimal places. NS 1.5 Explain different interpretations of fractions, for example, parts of a whole, parts of a set, and division of whole numbers by whole numbers; explain equivalents of fractions, (see Standard 4.0). NS 1.6 Write tenths and hundredths in decimal and fraction notations and know the fraction and decimal equivalents for halves and fourths (e.g., ½ = 0.5 or 0.50; 7/4 = 1 ¾ or 1.75). NS 1.7 Write the fraction represented by a drawing of parts of a figure; represent a given fraction by using drawings; and relate a fraction to a simple decimal on a number line. NS 1.9 Identify on a number line the relative position of positive fractions, positive mixed numbers, and positive decimals to two decimal places.	M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Fraction Kit (M. Burns); Concept Lesson; pattern blocks; two colored counters; Wipe Out game (M. Burns); fraction equivalency chart;	
Big Idea Arithmetic and algebra are guided by properties of operations and equivalence. Concepts Equivalent values can have different numerical representations. . 1.0 Number Sense Students understand the	Essential Questions "What numbers are used to represent values less than zero?" "How can you compare and order integer numbers?" "What is negative? Positive? How is zero related to negative and positive values on a number line?" "What are events in your daily life that you use integer numbers?" "How would you write a word problem involving integers? NS 1.8 Use concepts of negative numbers (e.g., on a number line, in	• LAUSD CORE PROGRAM- EnVision Math Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD	Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing;

place value of whole numbers and decimals to two decimal places and how whole numbers and decimals relate to simple fractions. Students use the concepts of negative numbers 2.0 Number Sense Students extend their use and understanding of whole numbers to the addition and subtraction of simple decimals: 3.0 Number Sense Students solve problems involving addition, subtraction, multiplication, and division of whole numbers and understand the relationships among the operations Big Idea Arithmetic and algebra are guided by properties of operations and equivalence. Concepts Equivalent values can have different numerical representations. 1.0 Algebra and Functions	counting, in temperature, in "owing"). NS 2.1 Estimate and compute the sum or difference of whole numbers and positive decimals to two places. NS 2.2 Round two-place decimals to one decimal or the nearest whole number and judge the reasonableness of the rounded answer. NS 3.1 Demonstrate an understanding of, and the ability to use, standard algorithms for the addition and subtraction of multidigit numbers. Essential Questions How can you use addition and subtraction (or multiplication and division) to solve an equation?" What are different problem solving strategies that can be used to solve an equation?" "How can you check if your answer to an equation is correct?" AF 1.1 Use letters, boxes, or other	Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Integer Elevator; Temperature / Thermometer Gauge; Integer number line; "Foot Ball Integer Game"; two colored counters • LAUSD CORE PROGRAM- EnVision Math Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English	pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math

Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences 2.0 Algebra and Functions Students know how to manipulate equations:	symbols to stand for any number in simple expressions or equations (e.g., demonstrate an understanding and the use of the concept of a variable). AF 2.0 Students know how to manipulate equations: AF 2.1 Know and understand that equals added to equals are equal. AF 2.2 Know and understand that equals multiplied by equals are equal.	Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature Integer Elevator; Temperature / Thermometer Gauge; Integer number line; "Foot Ball Integer	Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Grade 4- Mathematics- Trimester 3: Mid-March, April, May, June			
Big Idea Objects can be measured using unit amounts.	Essential Questions "What is perimeter? What is area? How are they similar yet different?" "How would you figure out the perimeter of an object with curved	• LAUSD CORE PROGRAM- EnVision Math (T15-20) Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM	Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick

Concepts A 2-dimensional object is measurable both around (perimeter) and within (area). 1.0 Algebra Functions Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences: 1.0 Measurement and Geometry Students understand perimeter and area:	sides?" "How do you estimate and find the area of an irregular shape?" "How can two shapes have the same area but different perimeters?" "How can two shapes have the same perimeter but different areas?" "How is the area of an object related to the volume of the object?" AF 1.4 Use and interpret formulas (e.g., area = length x width or A = lw) to answer questions about quantities and their relationships. MG 1.1 Measure the area of rectangular shapes by using appropriate units such as square centimeter (cm2), square kilometer (km2), square inch (in2), square yard (yd2), or square mile (mi2) MG 1.2 Recognize that rectangles that have the same area can have different perimeters. MG 1.3 Understand that rectangles that have the same perimeter can have different areas MG 1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes	• Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Blocks (cm and inch); colored tiles; grid paper; tangrams; pattern blocks;	Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

Big Idea Data can be interpreted from organized visual representations. Concepts Data can be collected, classified, displayed and analyzed. 1.0 Statistic, Data, and Probability: Students organize, represent, and interpret numerical and categorical data and clearly communicate their findings	Essential Questions "What is a graph? How can data be represented on a graph?" "What are the mean, mode, and range of a set of data?" "How do these help you to interpret the information from the graph?' "How you use a graph to solve a problem?" SDAP 1.1 Formulate survey questions; systematically collect and represent data on a number line; and coordinate graphs, tables, and charts. SDAP 1.2 Identify the mode(s) for sets of categorical data and the mode(s), median, and any apparent outliers for numerical data sets. SDAP 1.3 Interpret one – and two-variable data graphs to answer questions about a situation.	• LAUSD CORE PROGRAM- EnVision Math Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Graph paper; coordinate grid	Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Big Idea Problem situations can be represented as algebraic expressions and equations, as variables, and as charts	Essential Questions "What is an ordered pair?" "What is important to understand about the numbers in an ordered pair?" "How can ordered pairs be used to	• LAUSD CORE PROGRAM- EnVision Math Scott Foremann/ Addison Wesley:	Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level

and graphs. Concepts Functions can be expressed with words, symbols, tables, and graphs. Algebraic expressions are used to represent problem situations. 1.0 Algebra Functions Students use and interpret variables, mathematical symbols, and properties to write and simplify expressions and sentences: 2.0 Measurement and Geometry Students use two-dimensional coordinate grids to represent points and graph lines and simple figures:	solve an equation?" "How can you use pictures from plotted ordered pairs, numbers patterns from a table, and/or words to solve an equation?" How do you use a table to organize data from growing pattern? How is a table related to a graph? How can you create a graph to represent data from a table? What information can you get from a graph to help you figure out the equation to the graph? AF 1.4 Use and interpret formulas (e.g., area = length x width or A = lw) to answer questions about quantities and their relationships. AF 1.5 Understand that an equation such as y = 3x + 5 is a prescription for determining a second number when a first number is given. MG 2.0 Students use two-dimensional coordinate grids to represent points and graph lines and simple figures: MG 2.1 Draw the points corresponding to linear relationships on graph paper (e.g., draw 10 points on the graph of the equation y = 3x and connect them by using a straight line). MG 2.2 Understand that the length of a horizontal line segment equals the	• Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Graph paper; coordinate grid	Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

	difference of the x-coordinates. MG 2.3 Understand that the length of a vertical line segment equals the difference of the y-coordinates.		
BIG IDEAS: Objects can be measured using unit amounts. Concepts Congruent figures do not change through slides, flips, and turns. 3.0 Measurement and Geometry Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems:	Essential Questions What are some congruent figures you see in your environment? How can you describe and classify congruent figures? What happens to congruent figures when they are rotated or flipped? What is a line of symmetry? What are some objects that have more than one line of symmetry? How does an object with rotational symmetry help you to understand more about the object's geometric characteristics? How can you use a folded paper to identify bilateral symmetry? MG 3.3 Identify congruent figures. MG 3.4 Identify figures that have bilateral and rotational symmetry. MG 3.5 Know the definitions of a right angle, an acute angle, and an obtuse angle. Understand that 90°, 180°, 270°, and 360° are associated, respectively, with 1⁄4, 1⁄2, 3⁄4, and full turns.	• LAUSD CORE PROGRAM- EnVision Math (1-8)- • Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Pattern blocks; tangrams; grid paper; patty paper; protractors; geoboards	Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

Big Idea Probability can be discovered through experiments. Concepts The chance of an event occurring can be represented as a fraction, decimal, and percent. 2.0 Statistic, Data, and Probability: Students make predictions for simple probability situations::	Essential Questions "What is probability?" "How can you describe whether or not something an event will happen?" "How are tally charts and graphs used to organize data?" "How can you use math to show the outcome of an event?" "How can you use words and numbers to express the outcome of an experimental probability situation?" SDAP 2.1 Represent all possible outcomes for a simple probability situation in an organized way (e.g., tables, grids, tree diagrams). SDAP 2.2 Express outcomes of experimental probability situations verbally and numerically (e.g., 3 out of 4; 3⁄4).	• LAUSD CORE PROGRAM- EnVision Math (1-8)- Scott Foremann/ Addison Wesley: • Changing the Faces of Mathematics: Perspectives on Latinos – NCTM • Instructional Strategies/Classroom Instruction That Works with English Language Learners- Hill & Flynn • Classroom Discussions: Using Math Talk to Help Students Learn- Chaplin, O'Connor, Anderson • Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • About Teaching Mathematics – M. Burns • 50 Problem Solving Activities – M. Burns • Math Matters Gr. K-6: Understanding the Math You Teach – Chaplin & Johnson • Lessons for Algebraic Thinking Gr. 3-5 – M. Burns • A Collection of Math Lessons from Gr. 3-6 – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Dice; color tiles; counters; chips; spinners	Progress Monitoring Assessment: Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com Diagnostic Assessment: Teacher created diagnostic screening; EnVision Math Outcome Assessments: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments; Year End Assessment;

Grade Five: Scope and Sequence – Mathematics

Overview	Standards and Essential Questions	Instructional Strategies and Material	Assessment
Trimester 1: September, October, November			
BIG IDEA **Numerical values can be represented in multiple ways.** **Concepts** Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers. **1.0 Number Sense** Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers **2.0 Number Sense** Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:	*Essential Questions* *"How do you order and compare large numbers?"* *"What are events in your environment that are recorded using large numbers?"* *"How can rounding help with finding the sum or difference?"* *"What are some situations that you would need to round large numbers?"* *"How can you use addition to check a subtraction problem?* **NS 1.1** Estimate, round, and manipulate very large (e.g., millions) and very small (e.g. thousandths) numbers. **NS 2.1** Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results.	• *LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching; • Place value chart,; rounding chart; base 10 blocks;. Place value chips; Appropriate Children's Literature	**SCREENING:** Teacher created universal screening; EnVision Math pretest **PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math

BIG IDEA **Numerical values can be represented in multiple ways.** **Concepts** Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers. **1.0 Number Sense** Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers **2.0 Number Sense** Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:	***Essential Questions*** *"How do properties of multiplication help make it easier to multiply? (communicative, associative, zero properties, etc.)* *"What are some strategies for multiplying two digit numbers? (partial products, etc)* *"How are multiplication and division inversely related?"* *"How can patterns help you divide large numbers that have multiples of 10?"* *"How can you use models and symbols to figure out and record division?"* **NS 1.3** Understand and compute positive integer powers of non-negative integers; compute examples as repeated multiplication. **NS 2.2** Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.	• *LAUSD CORE PROGRAM- EnVision Math* (1-7)- Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Base 10 Blocks; Place value charts; grid paper	**OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments **PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com
BIG IDEA **Equations, expressions, and variables are mathematical models used to represent real situations.** **Concepts** Linear relationships are presented in multiple ways.	***Essential Questions*** *"What is a variable?" "What is substitution?"* *"How can you use algebraic expressions to describe relationships?"* *"How are expressions with variables written and evaluated?"* *"How can do you decide the order to solve an expression with more than one operation?"* *"How can you use the distribute property to write two different expressions that are equal?"*	• *LAUSD CORE PROGRAM- EnVision Math* (1-7)- Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch	**SCREENING:** Teacher created universal screening; EnVision Math pretest **PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher

1.0 Algebra and Functions Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:	**AF 1.2** Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution. **AF 1.3** Know and use the distributive property in equations and expressions with variables.	• Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Balancing Beam or Hands on Equations	documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA **Numerical values can be represented in multiple ways.** **Concepts** Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers. **2.0 Number Sense** Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:	***Essential Questions*** *"How do you multiply numbers with decimals?"* *"Where in everyday life would you need to multiply numbers with decimals?* *"How are decimal numbers related to money?"* *"How do you estimate quotients with decimals?"* *"How does knowing about place value help when solving a division problem with decimals?"* **NS 2.1** Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. **NS 2.2** Demonstrate proficiency with division, including division with positive decimals and long division with multi-digit divisors.	• *LAUSD CORE PROGRAM- EnVision Math* (1-7)- Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor	**SCREENING:** Teacher created universal screening; EnVision Math pretest **PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening;

		• Task Analysis Guide- Stein and Smith • Team Teaching • Base 10 Blocks; Place value charts; grid paper	EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Grade 5-Mathematics- Trimester 2: December, January, February, Mid-March			
BIG IDEA **Shapes can be described, classified, and analyzed by their attributes.** Concept: Plane figures have many properties that make them different from one another **2.0 Measurement and Geometry** Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:	***Essential Questions*** *"What geometric terms would you use to describe how to draw a picture?"(lines, angels, shapes etc.)* *"How are perpendicular lines different from parallel lines?"* *"How can you figure out the sum of the angles of any polygon?"* *"What patterns do you discover when investigating the sums of angles?"(180°, 360°, 540°)* *"How are quadrilaterals classified and identified?"* **MG 2.1** Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software). **MG 2.2** Know that the sum of the angles of any triangle is 180° and the sum of the angles of any quadrilateral is 360° and use this information to solve problems.	• *LAUSD CORE PROGRAM- EnVision Math* (T8-14) Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Pattern blocks; protractors; compasses; solids and nets; tangrams; geoboards; grid paper; pipe cleans or popsicle sticks	**PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

BIG IDEA **Numerical values can be represented in multiple ways** **Concepts** Numbers are expressed as the product of prime factors and are written in exponential Fractions, decimals, and percents are identified and represented on a number line. **1.0 Number Sense** Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers	*Essential Questions* *"What is a common denominator? "What are factors of a number?"* *"How do you find the greatest common denominator of two numbers?"* *"How are mixed numbers and improper fractions related?"* *"How can a number line be used to compare and order decimals, fractions, and mixed numbers?"* *"What are some ways to show the same fractional part using different numbers?"* **NS 1.4** Determine the prime factors of all numbers through 50 and write the numbers as the product of their prime factors by using exponents to show multiples of a factor (e.g. 24 = 2 x 2 x 2 x 3 = 23 x 3). **NS 1.5** Identify and represent on a number line, decimals, fractions, mixed numbers, and positive and negative integers.	• *LAUSD CORE PROGRAM- EnVision Math* (8-15) Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Fraction Kit (M. Burns); Concept Lesson; pattern blocks; two colored counters; Wipe Out game (M. Burns); fraction equivalency chart;	**PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA **Arithmetic and algebra are guided by properties of operations and equivalence.** **Concepts** Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.	*Essential Questions* *"What is a least common multiple of a pair of numbers?"* *"How does finding the LCM help with adding (or subtracting) fractions?"* *"What is the least common denominator of pair of numbers?"* *"How do you find the LCD of a pair of numbers?"* *"Where in everyday life, do you need to add fractions with unlike denominato*	• *LAUSD CORE PROGRAM- EnVision Math* Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch	**PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing;

2.0 Number Sense Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:	NS **2.3** Solve simple problems, including ones arising in concrete situation, involving the addition and subtraction of fractions and mixed numbers (like and unlike denominators of 20 or less), and express answers in the simplest form.	• Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Pattern blocks, fraction kit, grid paper; multiplication chart	pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA **Arithmetic and algebra are guided by properties of operations and equivalence.** **Concepts** Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers.	*Essential Questions* *"How is multiplying fractions similar to multiplying fractions?* *"What does it mean to divide fractions?"* *"How would you write a word problem involving division of mixed fractions?"* *"How is division of fractions different from division of whole numbers?"* *"How does a drawing a picture or making a model help to solve word problems with fractions?"*		
2.0 Number Sense Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals:	NS **2.4** Understand the concept of multiplication and division of fractions. NS **2.5** Compute and perform simple multiplication and division of fractions and apply these procedures to solving problems.		
BIG IDEA **Some attributes of objects are**	*Essential Questions* *"How does finding the area of a triangle or*	*LAUSD CORE PROGRAM- EnVision Math* Scott Foremann/ Addison Wesley:	**PROGRESS MONITORING ASSESSMENT:** Student

measurable and quantified using unit amounts. **Concepts** Two- and three-dimensional objects are measured and described both around and within. **1.0 Measurement and Geometry** Students understand and compute the volumes and areas of simple objects: **2.0 Measurement and Geometry** Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:	*a parallelogram compare with finding the area of a rectangle?"* *"What patterns can you discover through investigating different shapes and solids?"* *"How can you use a two-dimensional shape to represent a three dimensional?"* *"What is the difference between surface area and volume?"* *"How does the length, width, and height of an object affect its the volume?"* **MG 1.1** Derive and use the formula for the area of a triangle and of a parallelogram by comparing each with the formula for the area of a rectangle (i.e., two of the same triangles make a parallelogram with twice the area; a parallelogram is compared with a rectangle of the same area by pasting and cutting a right triangle on the parallelogram). **MG 1.2** Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area of these objects. **MG 1.3** Understand the concept of volume and use the appropriate units in common measuring systems (i.e., cubic centimeters [cm3], cubic meter [m3], cubic inch [in3], cubic yard [yd3]) to compute the volume of rectangular solids. **MG 1.4** Differentiate between, and use appropriate units of measures for two- and three-dimensional objects (i.e., find the perimeter, area, volume). **MG 2.3** Visualize and draw two-dimensional views of three-dimensional objects made from rectangular solids.	*Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *50 Problem Solving Activities* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns *A Collection of Math Lessons from Gr. 3-6* – M. Burns Problem Solving Strategies for Math- O'Connor Task Analysis Guide- Stein and Smith Team Teaching Appropriate Children's Literature Nets; Blocks (cm and inch); colored tiles; grid paper; tangrams; pattern blocks; protractors	Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

Grade 5- Mathematics- Trimester 3: Mid-March, April, May, June			
BIG IDEA **Arithmetic and algebra are guided by equivalence and properties of operations.** **Concepts** Linear relationships are presented in multiple ways. Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers. **2.0 Number Sense** Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals: **1.0 Algebra and Functions** Students use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results:	*Essential Questions* *"What numbers are used to represent values less than zero?"* *"How can you add and subtract integer numbers?"* *"What is negative? Positive? How is zero related to negative and positive values on a number line?"* *"What are events in your daily life that you use integer numbers?"* *"How would you write a word problem involving addition or subtraction of integers?* **NS 1.5** Identify and represent on a number line decimals, fractions, mixed numbers, and positive and negative integers. **NS 2.1** Add, subtract, multiply and divide with decimals; add with negative integers; subtract positive integers from negative integers; and verify the reasonableness of the results. **AF 1.2** Use a letter to represent an unknown number; write and evaluate simple algebraic expressions in one variable by substitution. **AF 1.5** Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid.	• *LAUSD CORE PROGRAM- EnVision Math* (T15-20) Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature • Integer Elevator; Temperature / Thermometer Gauge; Integer number line; "Foot Ball Integer Game"; two colored counters; Concept Lesson- The Game of Chips	**PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA **Numerical values can be represented in multiple ways**	*Essential Questions* *"How can you use fractions, decimals, and percents to represent the same number?"* *"What does percent mean?" "How is percent related to fractions and decimals?"* *"How do you find the percent of a whole*	• *LAUSD CORE PROGRAM- EnVision Math* • Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill &	**DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math

Concepts Numbers are expressed as the product of prime factors and are written in exponential Fractions, decimals, and percents are identified and represented on a number line. **1.0 Number Sense** Students compute with very large and very small numbers, positive integers, decimals, and fractions and understand the relationship between decimals, fractions, and percents. They understand the relative magnitudes of numbers	*number?"* *"How can you solve percent problems by looking for a pattern and making a graph or table?"* **NS 1.2** Interpret percents as a part of a hundred; find decimal and percent equivalents for common fractions and explain why they represent the same value; compute a given percent of a whole number.	Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Graph paper;	**OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA **Data can be interpreted from organized visual representations.** **Concepts** Data is collected, sorted and/or classified, and analyzed visually and numerically depending upon the problem situation. **1.0 Algebra and Functions** Students use variables in simple expressions, compute the value of the expression for specific values	***Essential Questions*** *"What is an ordered pair?" "What is important to understand about the number values in an ordered pair?"* *"How can ordered pairs be used to solve an equation?"* *"How can you use pictures from plotted ordered pairs, numbers patterns from a table, and/or words to solve an equation?"* *"What are the quadrants in a coordinate grid?" "What information can you get from points graphed on a grid?"* **AF 1.4** Identify and graph ordered pairs in the four quadrants of the coordinate plane.	• *LAUSD CORE PROGRAM- EnVision Math* Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns	**PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math

of the variable, and plot and interpret the results: **1.0 Statistic, Data, and Probability**: Students display, analyze, compare, and interpret different data sets, including data sets of different sizes:	**AF 1.5** Solve problems involving linear functions with integer values; write the equation; and graph the resulting ordered pairs of integers on a grid. **SDAP 1.4** Identify ordered pairs of data from a graph and interpret the meaning of the data in terms of the situation depicted by the graph. **SDAP 1.5** Know how to write ordered pairs correctly; for example, (x, y).	• *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Graph paper; coordinate grid; counters; concept lesson	**OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEAS: **Data can be interpreted from organized visual representations.** **Concepts** Data is collected, sorted and/or classified, and analyzed visually and numerically depending upon the problem situation **1.0 Statistic, Data, and Probability**: Students display, analyze, compare, and interpret different data sets, including data sets of different sizes	*Essential Questions* *"What are the mean, median, mode, and range of a set of data?"* *"How do these help you to interpret the information from the graph?'* *"How you use a graph to solve a problem?"* *"How can you use math to list outcomes of a probability experiment?"* **SDAP 1.1** Know the concepts of mean, median, and mode; compute and compare simple examples to show that they may differ. **SDAP 1.2** Organize and display single-variable data in appropriate graphs and representations (e.g., histogram, circle graphs) and explain which types of graphs are appropriate for various data sets. **SDAP 1.3** Use fractions and percentages to compare data sets of different sizes.	• *LAUSD CORE PROGRAM- EnVision Math* (1-8)- Scott Foremann/ Addison Wesley: • *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Pattern blocks; tangrams; grid paper; patty paper; protractors; geoboards	**PROGRESS MONITORING ASSESSMENT:** Student Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
BIG IDEA **Two- and three-dimensional**	*Essential Questions* *"How are angles, lines, and shaped*	• *LAUSD CORE PROGRAM- EnVision Math* (1-8)- Scott Foremann/ Addison Wesley:	**PROGRESS MONITORING ASSESSMENT:** Student

objects with or without curved surfaces can be describes, classified, and analyzed by their attributes. **Concepts** Two- and three-dimensional objects are measured and described both around and within. **2.0 Measurement and Geometry** Students identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures:	*measured using a protractor?"* *"What does congruent mean?" "How are triangles sorted and identified?" "How can you construct two different triangles that are congruent?"* *"How are perpendicular lines different from parallels?"* **MG 2.1** Measure, identify, and draw angles, perpendicular and parallel lines, rectangles, and triangles by using appropriate tools (e.g., straightedge, ruler, compass, protractor, drawing software).	• *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM • *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn • *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson • *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch • Principles of Culturally Relevant and Responsive Instruction • SDAIE • *About Teaching Mathematics* – M. Burns • *50 Problem Solving Activities* – M. Burns • *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson • *Lessons for Algebraic Thinking Gr. 3-5* – M. Burns • *A Collection of Math Lessons from Gr. 3-6* – M. Burns • Problem Solving Strategies for Math- O'Connor • Task Analysis Guide- Stein and Smith • Team Teaching • Appropriate Children's Literature	Portofolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS:** CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments; Year End Assessment;

Overview	Standards and Essential Questions	Instructional Strategies and Material	Assessment
Grade 6- Mathematics- Trimester 1: September, October, November			
Rational numbers: How to Connect Properties and Applications *Understand the relationships between different representations of rational numbers* **<u>BIG IDEA</u>** **Numerical values can be represented in multiple ways.** **<u>Concepts</u>** Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers. **<u>1.0 NS</u>** Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages:	***<u>Essential Questions</u>*** *"What are events in your environment that are recorded using decimal numbers?"* *"How can a number line be used to compare and order decimals, fractions, and mixed numbers?"* *"How do you express an improper fraction as a mixed numbers?"* *"How can you use pictures, numbers, and words to show two different fractions that are equivalent?"* **NS 1.1** Compare and order positive and negative fractions, decimals, and mixed numbers and place them on a number line. **NS 2.4** Determine the least common multiple and the greatest common divisor of whole numbers; use them to solve problems with	*LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith	**SCREENING:** Teacher created universal screening; EnVision Math pretest CST release questions **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com CST release questions **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening;

Rational numbers: How to Connect Properties and Applications *Understand applications and operations on rational numbers* **<u>BIG IDEA</u>** **Numerical values can be represented in multiple ways.** **<u>Concepts</u>** Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers. **<u>2.0 NS</u>** Students calculate and solve problems involving addition, subtraction, multiplication, and division	fractions (e.g., to find a common denominator to add two fractions or to find the reduced form for a fraction). ***<u>Essential Questions</u>*** *"How does finding the LCM help with adding (or subtracting) fractions?"* *"How do you find the LCD of a pair of numbers?"* *"How are fractions related to decimals?"* *"Where in everyday life, do you need to multiply or divide mixed fractions?"* *"How can you write a rational number as a decimal?"* **NS 2.1** Solve problems involving addition, subtraction, multiplication, and division of positive fractions and explain why a particular operation was used for a given situation. **NS 2.2** Explain the meaning of multiplication and division of positive fractions and perform the calculations 8 ÷ 15 8 × 16 (e.g., 5⁄⁄16 = 5⁄⁄15 =	Team Teaching; Appropriate Children's Literature *LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching;	EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com CST release questions

	2⁄3).	Appropriate Children's Literature	
Rational numbers: How to Connect Properties and Applications *Understand variables and expressions as symbolic representations of numerical values* **<u>BIG IDEA</u>** **Equations, expressions, and variables are mathematical models used to represent real situations.** **<u>Concepts</u>** Linear relationships are presented in multiple ways. **<u>1.0 Algebra and Functions</u>** Students write verbal expressions and sentences as algebraic expressions and	***<u>Essential Questions</u>*** *"What is a variable?" "What is substitution?"* *"How can you use algebraic expressions to describe relationships?"* *"How are expressions with variables written and evaluated?"* *"How can you use the distribute property to write two different expressions that are equal?"* *"How do you decide the order to solve an expression or equation with more than one operation?"* **AF 1.2** Write and evaluate an algebraic expression for a given situation, using up to three variables.	*LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com CST release questions **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math CST release questions

equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results	**AF 1.3** Apply algebraic order of operations and the commutative, associative, and distributive properties to evaluate expressions; and justify each step in the process. **AF 1.4** Solve problems manually by using the correct order of operations or by using a scientific calculator	*A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching; Appropriate Children's Literature	**OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Grade 6 Mathematics- Trimester 2: December, January, February, Mid-March			
Integers, Algebraic Thinking and Proportional Reasoning *Understand and solve equations* **BIG IDEA** **Arithmetic and algebra are guided by equivalence and properties of operations.** **Concepts** Linear relationships are presented in multiple ways. **1.0 AF** Students write verbal expressions and sentences as	***Essential Questions*** *"How is addition inversely related to subtraction?"* *"How can you use multiplication to check your answer to a problem involving division?"* *"How do you evaluate and graph equations with variables?"* *"What are different strategies to solve linear equations?"* **AF 1.1** Write and solve one-step linear equations in one variable. ***Essential Questions*** *"How are integers ordered on a number line?"* *"How can you add and subtract integer numbers?"* *"What are events in your daily life*	*LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening;

algebraic expressions and equations; they evaluate algebraic expressions, solve simple linear equations, and graph and interpret their results **Integers, Algebraic Thinking and Proportional Reasoning** *Understand operations on integers* **BIG IDEA** **Arithmetic and algebra are guided by equivalence and properties of operations.** **Concepts** Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers. **2.0 NS** Students calculate and solve problems involving addition, subtraction, multiplication, and division: **Integers, Algebraic Thinking and Proportional Reasoning** *Understand and use ratios,*	*that you use integer numbers?"* *"How would you write a word problem involving addition or subtraction of integers?* *"How does a drawing a picture or making a model help to solve word problems with integers?"* **NS 2.3** Solve addition, subtraction, multiplication, and division problems, including those arising in concrete situations, that use positive and negative integers and combinations of these operations ***Essential Questions*** *"How are ratios related to fractions?"*	SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching; Appropriate Children's Literature *LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language*	EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com

rates, and proportions, **BIG IDEA** **Numerical values can be represented in multiple ways** **Concepts** Arithmetic operations are represented by both models and algorithms for fractions, decimals, and integers **1.0 NS** Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages: **2.0 AF** Students analyze and use tables, graphs, and rules to solve problems involving rates and proportions:	*"What ways are ratios used in everyday life?"* *"How is cross multiplication use to solve problems with proportions?"* *"What is rate?"* *"How are problems with rate different from other types of ratio problems?"* **NS 1.2** Interpret and use ratios in different contexts (e.g., batting averages, miles per hour) to show the relative sizes of two quantities, using appropriate notations (a/b, a to b, a:b). **NS 1.3** Use proportions to solve problems (e.g., determine the value of N if 4/7 = N/21, find the length of a side of a polygon similar to a known polygon). Use cross multiplication as a method for solving such problems, understanding it as the multiplication of both sides of an equation by a multiplicative inverse. **AF 2.1** Convert one unit of measurement to another (e.g., from feet to miles, from centimeters to inches). **AF 2.2** Demonstrate an understanding that *rate* is a measure	*Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching; Appropriate Children's Literature *LAUSD CORE PROGRAM- EnVision Math* Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM	**DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level

	of one quantity per unit value of another quantity. **AF 2.3** Solve problems involving rates, average speed, distance, and time.	*Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching; Appropriate Children's Literature	Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com CST release questions **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Percentages, Statistics, Data Analysis and Probability *Understand applications of*	***Essential Questions*** *"How can you use fractions, decimals, and percents to represent the same number?"* *"How is percent related to fractions*	*LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick

percentages **BIG IDEA** **Arithmetic and algebra are guided by properties of operations and equivalence.** **Concepts** Fractions, decimals, and percents are identified and represented on a number line. **1.0 NS** Students compare and order positive and negative fractions, decimals, and mixed numbers. Students solve problems involving fractions, ratios, proportions, and percentages: **2.0 Number Sense** Students perform calculations and solve problems involving addition, subtraction, and simple multiplication and division of fractions and decimals: **Percentages, Statistics, Data Analysis and Probability** *Understand data analysis and population sampling*	*and decimals?"* *"How do you find the percent of a number?"* *"How can you solve percent problems by making a table or graph and looking for patterns?"* **NS 1.4** Calculate given percentages of quantities and solve problems involving discounts at sales, interest earned, and tips ***Essential Questions*** *"What are the mean, median, mode, and range of a set of data?"* *"How do these help you to interpret the information from the graph?'* *"How can you use math to list and*	*Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching; Appropriate Children's Literature *LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics:*	Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com CST release questions **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments **PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level

BIG IDEA **Data can be interpreted from organized visual representations.** **Concepts** Data is collected, sorted and/or classified, and analyzed visually and numerically depending upon the problem situation **1.0 SDAP** Students compute and analyze statistical measurements for data sets: **2.0 SDAP** Students use data samples of a population and describe the characteristics and limitations of the samples	*analyze outcomes of a probability experiment?"* *"What are different ways to select data samples of a population?"* *"How do they limit the samples of the data?"* **SDAP 1.1** Compute the range, mean, median, and mode of data sets. **SDAP** 1.2 Understand how additional data added to data sets may affect these computations of measures of central tendency. **SDAP** 1.3 Understand how the inclusion or exclusion of outliers affects measures of central tendency. **SDAP** 2.2 Identify different ways of selecting a sample (e.g., convenience sampling, responses to a survey, random sampling) and which method makes a sample more representative for a population. **SDAP** 2.5 Identify claims based on statistical data and, in simple	*Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching; Appropriate Children's Literature	Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com CST release questions **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments
Grade 6 Mathematics- Trimester 3: Mid-March, April, May, June			
Percentages, Statistics, Data Analysis and Probability	***Essential Questions*** *"How can you use math to list and analyze outcomes of a probability*	*LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley:	**PROGRESS MONITORING**

Understand theoretical and experimental probabilities **BIG IDEA** **Data can be interpreted from organized visual representations.** **Concepts** Data is collected, sorted and/or classified, and analyzed visually and numerically depending upon the problem situation **3.0 SDAP** Students determine theoretical and experimental probabilities and use these to make predictions about events **Plane and Solid Figures** *Understand angles and geometric figures* **BIG IDEA** **Some attributes of objects**	*experiment?"* *"How is theoretical probability determined?" "How does it differ from experimental probability?"* *"How can you use the data presented from an event to estimate and predict the probability of future events?"* *"How are decimals, proportions, and ratios related in terms of calculating probability outcomes?"* **SDAP** 3.1 Represent all possible outcomes for compound events in an organized way (e.g., tables, grids, tree diagrams) and express the theoretical probability of each outcome. **SDAP** 3.2 Use data to estimate the probability of future events (e.g., batting averages or number of accidents per mile driven). **SDAP** 3.3 Represent probabilities as ratios, proportions, decimals between 0 and 1, and percentages between 0 and 100 and verify that the probabilities computed are reasonable; know that if P is the probability of an event, 1-P is the probability of an event not occurring. **SDAP** 3.4 Understand that the probability of either of two disjoint events occurring is the sum of the two individual probabilities and that the probability of one event following another, in independent	LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching; Appropriate Children's Literature	**ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com CST release questions **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

are measurable and quantified using unit amounts. **<u>Concepts</u>** Two- and three-dimensional objects are measured and described both around and within. **<u>2.0 Measurement and Geometry</u>** Students identify and describe the properties of two-dimensional figures:	trials, is the product of the two probabilities. **SDAP** 3.5 Understand the difference between independent and dependent events. ***<u>Essential Questions</u>*** *"How does finding the area of a triangle or a parallelogram compare with finding the area of a rectangle?"* *"What patterns can you discover through investigating different shapes and solids?"* *"How do you sort and classify different angles?"* *"How does knowing about different angles help to figure out sums of angles of a given triangle or quadrilateral?"* **MG 2.1** Identify angles as vertical, adjacent, complementary, or supplementary and provide descriptions of these terms. **MG 2.2** Use the properties of complementary and supplementary angles and the sum of the angles of a triangle to solve problems involving an unknown angle. **MG 2.3** Draw quadrilaterals and triangles from given information about them (e.g., a quadrilateral	*LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching;	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com CST release questions **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

	having equal sides but no right angles, a right isosceles triangle).	Appropriate Children's Literature	
Plane and Solid Figures *Understand measurement and area.* **BIG IDEA** **Some attributes of objects are measurable and quantified using unit amounts.** **Concepts** Two- and three-dimensional objects are measured and described both around and within. **1.0 Measurement and Geometry** Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems:	***Essential Questions*** *"How is the circumference of a circle related to the area of a circle?"* *"How is finding the area of a parallelogram similar to finding the area of a circle?"* *"What is* π*?" "How do you use it to estimate and calculate the circumference and area of circles?"* **MG 1**.1 Understand the concept of a constant such as π; know the formulas for the circumference and area of a circle. **MG 1.2** Know common estimates of π (3.14; 22⁄7) and use these values to estimate and calculate the circumference and the area of circles; compare with actual measurements	*LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching; Appropriate Children's Literature	**DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math CST release questions **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments

Plane and Solid Figures *Understand the properties of three- dimensional figures* **BIG IDEA** **Two- and three-dimensional objects with or without curved surfaces can be describes, classified, and analyzed by their attributes.** **Concepts** Two- and three-dimensional objects are measured and described both around and within. **1.0 Measurement and Geometry** Students deepen their understanding of the measurement of plane and solid shapes and use this understanding to solve problems: **3.0 Algebra and Functions** Students investigate geometric patterns and describe them algebraically:	***Essential Questions*** *"What patterns can you discover through investigating different shapes and solids?"* *"How can you use a two-dimensional shape to represent a three dimensional?"* *"What is the difference between surface area and volume?"* *"How does the base and height of an object affect its the volume?"* *"How is finding the volume of a cylinder similar to finding the volume of a rectangular solid?"* **MG 1.3** Know and use the formulas for the volume of triangular prisms and cylinders (area of base × height); compare these formulas and explain the similarity between them and the formula for the volume of a rectangular solid. **AF 3.1** Use variables in expressions describing geometric quantities (e.g., $P = 2w + 2l$, $A = \frac{1}{2} bh$, $C = \pi d$—the formulas for the perimeter of a rectangle, the area of a tri- angle, and the circumference of a circle, respectively).	*LAUSD CORE PROGRAM- EnVision Math* (T1-7) Scott Foremann/ Addison Wesley: LAUSD Mathematics Instructional Guide *Changing the Faces of Mathematics: Perspectives on Latinos* – NCTM *Instructional Strategies/Classroom Instruction That Works with English Language Learners*- Hill & Flynn *Classroom Discussions: Using Math Talk to Help Students Learn*- Chaplin, O'Connor, Anderson *Assess Strategies For English Language Learners, Students with Disabilities, and Standard English Learners* – LAUSD Language Acquisition Branch Principles of Culturally Relevant and Responsive Instruction SDAIE *About Teaching Mathematics* – M. Burns *Math Matters Gr. K-6: Understanding the Math You Teach* – Chaplin & Johnson *A Collection of Math Lessons from Gr. 3-6* – M. Burns Task Analysis Guide- Stein and Smith Team Teaching; Appropriate Children's Literature	**PROGRESS MONITORING ASSESSMENT:** Student Portfolio; Math Journals; Problem of the Day; Quick Check; Grade Level Common Formative Assessments; Concept Lessons; Teacher Observations; Teacher documentation/anecdotal records; Teacher created tests/quizzes Student/teacher conferencing; pearsonsuccessnet.com CST release questions **DIAGNOSTIC ASSESSMENT:** Teacher created diagnostic screening; EnVision Math **OUTCOME ASSESSMENTS**: CST; LAUSD Periodical Assessments; Teacher/Grade level standards-based; Project Based Assessments Year End Assessment;

	AF 3.2 Express in symbolic form simple relationships arising from geometry		

APPENDIX 2a
History/ Social Studies

Social Studies Curriculum Overview by grade level

Kindergarten to Grade 3

Grades K to 3rd focus instruction on places related to the family and community through the study of people and self. Concepts children can understand are extended with the use of the Internet. Children's knowledge is developed through the connections made in their community and the world at large. Students directly connect with their community and the world they experience through traveling and technology.

Grades 4 to 5

In grades 4 to 5 the focus is on California and the United States. Teachers may combine the study of the state and nation during both years in a chronological or thematic curriculum.

Grade 6

Students in grade six continue to expand their understanding of history by studying the people and events of Western and non-Western ancient civilizations and use geography to build on the narratives. Students analyze the various cultures, study their impact and contributions made, and make connections between the contemporary and ancient worlds.

Grade Kindergarten: Scope and Sequence – Social Studies			
Sequence of Skills	**Standards Taught**	**Instructional Materials, Strategies, and Approaches**	**Assessments**
Grade Kindergarten- Trimester 1: September, October, November			
K.1 Students understand that being a good citizen involves acting in certain ways.	1.1 Follow rules, such as sharing and taking turns, and know the consequences of breaking them.	Instructional Materials: Instructional Strategies: • Leadership Characteristics for Success: Culture, Order, Discipline Communication and Relationships (McRel 2003) • Clearly defining parameters of acceptable behavior (Boynton & Boynton 2005) • Creating a caring classroom community by helping students to know each other as persons, respect each other, and feel valued as a member of the group. • Building background knowledge by discussing the purpose of school and classroom rules. • Determining and identifying what's important to classrooms and schools • Establishing school wide reward system • Weekly Parent Communication Behavior Chart	• Observation • Classroom participation • Behavior Assessment for at Risk Students
K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.		• Direct vocabulary instruction • Teacher read aloud of related literature • Visuals (Realia)	• Observation • Student work (i.e. Create state flag)
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.	4.1Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 4.3 Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities).	• Direct vocabulary instruction • Teacher read aloud of related literature • Identifying relative locations through campus explorations and neighborhood walks • Visual arts • Total Physical Response (TPR) • Comparing and contrasting different maps	• Observation • Student work • Classroom participation • Common Formative Assessment (Schmoker 2006)

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.		• Visuals • Making connections • Using graphic organizers • Sequencing	• Classroom participation • Student work (i.e. The Day and the Week in the Life of a Student)
K.6 Students understand that history relates to events, people, and places of other times.	6.1 Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).	• Cooperative Learning /Role Play (Marzano) • Read alouds of biographies and related literature • Comparing and contrasting events from long ago with those from present times	• Observation • Student work • Classroom participation
Grade Kindergarten Trimester 2: December, January, February, March			
K.1 Students understand that being a good citizen involves acting in certain ways.	1.2 Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.	• Teacher read aloud fable and other related literature • Making connections • Role play • Direct vocabulary instruction Visual strategies	• Observation Student work
K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.	4.2 Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.	• Direct instruction • Visual Strategies • Teacher read aloud of related literature • Comparing and contrasting different maps • Labeling parts on a map	• Observation • Student work • Common Formative Assessment (CFA)
	4.4 Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.	• Walking Field trip • Cooperative learning • Constructing maps and models of neighborhood •	• Observation • Student presentation • Collaborative Diorama with Parent
	4.5 Demonstrate familiarity with the school's layout, environs, and	• Interviewing school staff • Constructing maps of school	• Observation • Group project

	the jobs people do there.	• Cooperative learning • Career Day (ex. Job presentations by parents) • Role Play •	• Student work
K.6 Students understand that history relates to events, people, and places of other times.	6.2 Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.	• Teacher read aloud of related literature • Visuals • Mini Play (Drama presentation) •	• Constructive Response • Student Performance •
	6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	• Compare and contrast using graphic organizers (Thinking Maps) •	• Student presentations
Grade Kindergarten- Trimester 3: April, May, June			
K.1 Students understand that being a good citizen involves acting in certain ways.	1.3 Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.	• Analyzing and interpreting characters in literature • Role play	• Observation
K.6 Students understand that history relates to events, people, and places of other times.	6.3 Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).	• Teacher read aloud of related literature • Visuals • Role play of historical events • Compare and contrast • Timeline of school activities • Home project (ex. Children compare their daily life to their parents' when they were their age).	• Observation • Student presentation • Home project
K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.		• Activating prior knowledge • Inquiry teaching on different jobs • Research • Role play • Art project (ex. Students make puppets of their selected career) • Student interview staff on their job	• Observation • Student work • Student presentation

		requirements	

Grade One: History and Social Studies Scope and Sequence			
Sequence of Skills	**Standards Taught**	**Instructional Materials, Strategies, and Approaches**	**Assessments**
Grade 1- Trimester 1: September, October, November			
1.1 Students describe the rights and individual responsibilities of citizenship.	1.1 Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.	• Student Engagement in democratic election process • Building sense of community and responsibility for class, school, and community • Thinking Maps of job descriptions	• Observation • Teaching Questioning of school rules and expectation
	1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."	• Read aloud mini scenarios or stories of sportsmanship • Role Play • Whole group class discussion	• Observation • Student participation
1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.	3.1 Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., "America").	• Daily Recital • Integration with music • Social Study Journaling	• Observation • Social Studies Journals
	3.2 Understand the significance of our national holidays and the heroism and achievements of the people associated with them.	• Direct Instruction • Read aloud • Social Study Journaling • Holiday project	• Social Study Journaling • Holiday project

	3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.	• Direct Instruction • Read aloud • Social Study Journaling • Watch multimedia presentations • Researching Internet for symbols	• Observation • Common Formative Assessment
Grade 1- Trimester 2: December, January, February, March			
1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places	5.1 Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population	• Interviewing grandparents • Comparing and Contrasting life styles • Thinking Maps • Students share family culture through artifacts • Social Study Journaling	• Family Tree Project • Student Presentation • Observation • Interview assessment • Social Studies Journals
	5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture.	• Read aloud • Teacher designed research project • Research through Technology (Internet research) • Thinking Maps • Food fair of American dishes influenced by different cultures • Social Study Journaling	• Observations • Class participation • Research Project • Social Studies Journals
	5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.	• Inviting parents to share their culture • Comparing and Contrasting life styles • Thinking Maps • Social Study Journaling	• Observations • Class participation • Student questioning (Parent presentations) • Social Studies Journals
Grade 1- Trimester 3: April, May, June			
1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/ or human characteristics of places.	2.1 Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.	• Direct instruction • Visuals • Read aloud • Constructing maps	• Common Formative Assessment using technology • Labeling parts of a map

	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.	• Walking Field trip • Cooperative learning • Constructing maps of their desk or ground from a "Bird's Eye View" • Constructing maps and models of neighborhood	• Observation • Student presentation • Collaborative Diorama with Parent • Map assignment
	2.3 Construct a simple map, using cardinal directions and map symbols	• Direct Instruction • Total Physical Response (TPR) • Labeling the room with directions	• Common Formative Assessment using technology • Labeling parts of a map
	2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.	• Newspaper • Research the Nations Weather on Internet • Thinking Maps: Food, clothing, Dwelling, etc.	• Collage of students selected location showing how weather and physical environment affects people's way of living.
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.	4.1 Examine the structure of schools and communities in the past	• Direct Instruction • Comparing and Contrasting life in the past and present • Researching Internet • Visuals • Read aloud • Realia	• Timeline of the past compared with the present • Common Formative Assessment (CFA) on Internet identifying the past and present
	4.2 Study transportation methods of earlier days.	• Direct Instruction • Comparing and Contrasting life in the past and present • Researching Internet • Visuals • Read aloud • Realia	• Poster on the different transportation methods, past and present
	4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.	• Direct Instruction • Comparing and Contrasting life in the past and present • Researching Internet • Visuals • Read aloud • Realia	• Observation • Social Studies Journals • Common Formative Assessment (CFA) • Teacher Questioning

1. 6 Students understand basic economic concepts and the role of individual choice in a free-market economy.	6. 1 Understand the concept of exchange and the use of money to purchase goods and services.	• Distinguishing needs from wants • Discussing supply and demand of farm products • Flow Map to show the process from field to table • Field Trip local Super Market	• Observation • Social Studies Journals • Common Formative Assessment (CFA) • Teacher Questioning
	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.	• Direct Vocabulary Instruction • Community Based Instruction (Presentation from local community businesses) • Web Quest	• Observation • Social Studies Journals • Common Formative Assessment (CFA) • Teacher Questioning

Second Grade: History and Social Studies Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
Grade 2- Trimester 1: September, October, November			
2.1 Students differentiate between things that happened long ago and things that happened yesterday.	1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 1.3 Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard).	• Creating a family history book • Analyzing visual images of lifestyles of then and now • Creating a book that Compares and contrasts the student's, their parents', or grandparents' daily lives • Creating a time line for the important events in their lives and writing an autobiography • Research using multi-media(internet, books, Videos, etc)	• Student work • Observation • Presentation • Project – Timeline
Grade 2- Trimester 2: December, January, February, March			
2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.	2.1 Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school).	• Direct instruction • Creating their own maps of neighborhoods or community Creating their own maps of continents, labeling the continents, and the oceans, the countries in the • North American continent, major rivers and	• CFA • Student work • Group projects • Observation

	2.2 Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date. 2.3 Locate on a map where their ancestors live(d), telling when the family moved to the local community and how and why they made the trip. 2.4 Compare and contrast basic land use in urban, suburban, and rural environments in California.	mountain ranges. • Identifying the essential map elements • Use of technology for different kind of maps and globes • Cooperative groups on comparing and contrasting basic land use in different environments(urban, suburban, and rural) within California • Field trips Technology(e.g. students locate two family members addresses using Google map)	
Grade 2- Trimester 3: April, May, June			
2.3 Students explain governmental institutions and practices in the United States and other countries.	3.1 Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 3.2 Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.	• Direct instruction • Internet resources for further understanding (e.g. Ben's Guide to U.S. Government for kids) • Newspaper In Education • Cooperative group research on world's Current Events • Visuals Student Simulation	• CFA • Observation • Group presentation
2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.	4.1 Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources. 4.2 Understand the role and	• Direct instruction • Creating a book on how the market place works • Comparing and contrasting food production and consumption long ago and now • Exploring careers of buyers/sellers and consumers/producers of goods and services	• CFA • Observation • Group presentation

	interdependence of buyers (consumers) and sellers (producers) of goods and services. 4.3 Understand how limits on resources affect production and consumption (what to produce and what to consume).	• Role play • Field trips to local produce market	
2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives (e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).		• Direct Instruction • Literature • Reading biographies • Thinking Map • Role Play • Critical Thinking Skills • Researching important individuals in our history and creating a book in the "Life of" as a home project	CFA Student Work Home Project

Third Grade- History and Social Studies Scope and Sequence			
Sequence of Skills	**Standards Taught**	**Instructional Materials, Strategies, and Approaches**	**Assessments**
Grade 3- Trimester 1: September, October, November			
3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about	1.1 Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).	• Teacher has students design and create maps of Southern Ca. area of deserts, mountains, valleys, and coastal areas to learn about the local geography. • Teacher makes use of mapping activities by	• Check student maps • Teacher observation • Check student Thinking maps. • Assess group maps of L.A.

people, places, and environments in a spatial context.		having students locate physical features of Los Angeles. • Students use books, internet, and other resources to learn about local and regional features to complete Thinking Maps. • Teacher utilizes cooperative groups for students to design maps of the Los Angeles region and identify its geographical features. • Teacher makes use of SDAIE strategies and has students create map books using vocabulary words and pictures to identify physical features and local landmarks. Students learn about coordinates on maps, locate physical and geographical features, and specific areas of Los Angeles.	• Check student map books.
	1.2 Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).	• Teacher directs students to categorize natural and manmade features. • Students compare the similarities and differences of L.A. then and now by teacher modeling. • Teacher has students design maps of geographic regions and learn about the area's resources. • Students create time line to describe change of natural features in Los Angeles and how these changes affect themselves, people and animals of immediate areas. • Teacher uses hands on learning activities such as having the students construct dioramas showing the ways local Indians used resources of the area for survival. • Students identity the similarities and differences of the local Indians (Gabrielino, Kizh) used natural resources then compared to how people use them today. • Students make connections by studying local people who have helped shape and change the natural environment and Los Angeles area (I.E. dam, jetties, aqueduct, and harbor).	• Venn Diagram to compare and contrast local Indian nations and present day use of natural resources. • Diorama and Rubric • Assess written work of from comparing and contrasting photographs. • Time lines.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	4.2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life	• Teacher facilitates students learning of the campaign and election process by having them vote and take part in student body elections. • Teacher facilitates a Student Council. • Students participate in hands on learning activities (food drives, recycling programs, and water conservation, etc.) • Students design posters for student body elections. • Teacher creates real life experiences by having students physically participate and contribute to school assemblies. • Students take a suggested field trip to City Hall to observe interaction between council members and citizens.	• Teacher Observation • Class Discussions.\ • Campaign posters
	4.5 Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government.	• Through reading and research, students determine what's important about how American Indian tribes contribute in U.S. society and government today. • Students study influential Native Americans. (I.E. Billy Mills, Charlene Teeters, John Herrington, Charles Curtis. • Teacher has students create a time line • to see the sequence of how Native American life changed from tribal to U.S. Citizenship.	• Student Timelines • Student Flow Maps • Teacher Observations
	4.6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).	• Students read biographies about American heroes. • Students use Thinking Maps on American heroes and write about their accomplishments. • Teacher has students perform a dramatic play to portray the trials and tribulations of American Heroes. • Students write poems about American	• Student poems • Thinking Maps, • Plays and Oral Presentations on American heroes

		heroes from the hero's perspective.	
Grade 3- Trimester 2: December, January, February, March			
3.2 Students describe the American Indian nations in their local region long ago and in the recent past.	2.1 Describe national identities, religious beliefs, customs, and various folklore traditions.	• Teacher uses SDAIE and art for instruction by having students recreate drawings and paintings of American Indian legends • Students compare and contrast artifacts, tools, and realia to modern day counterparts. • Students explore dance and customs of Native Americans. • A suggested field trip would be for students to go to the Natural History Museum to study local Native American tribes.	• Diorama depicting local Native American life with rubric • Venn Diagrams • Illustrations
	2.2 Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they obtained food, clothing, tools).	• Students use books, textbooks, and primary sources to learn about local Native American culture. • Teacher guides students to compare and contrast their clothing, tools, and food to those of California Indian nations. • Teacher facilitates students' participation in games, customs, and activities inspired by local Indian Nations. • Students will use Thinking Maps to compare and contrast the lives and geographical features of local Native American tribal regions.	• Teacher Observations • Venn Diagrams • Thinking Maps • Formative Assessments • Summative Assessments
	2.3 Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.	• Students learn about tribal constitutions from internet and fill out Circle Map • Students discover how Native American and the U.S. Government work together from Our Communities.	• Circle Map • Student responses from Scott Foresman

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.	3.1 Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.	• Students learn about the daily lives of the Pobladores and explorers through reading using graphic organizers. • Teacher directs students to compare and contrast their clothing, tools, and food with those of California Indian nations. • Students participate in non linguistic activities, games, and customs inspired by local Indian Nations and traditions during multicultural week presentations. • A suggested activity would be for students to visit the Dominguez Ranch to learn about the daily life and family structure of a ranchero. • Teacher puts students in to cooperative groups to act out a story based on ranchero life using Reader's Theatre. • Teacher has students create nonlinguistic representations such as creating adobe bricks as used by Native Americans to learn about how natural resources were used during this time. • Students create Diseno and letter to obtain a land grant from the Governor of California to broaden their understanding of this unit.	• Venn Diagram • Teacher Observations • Written Assignments from reading and discussion in class. • Multi-flow map • Diseno Letter
	3.2 Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.	• Students will learn about influential people in Los Angeles and California history (I.E.Banning,Mulholland, Fremont, Marshall) • Teacher puts students into debating teams to argue for or against entrepreneurs such as Banning and Mulholland. • Students use graphic organizers and sequencing to understand how water was moved into the Los Angeles area. • A suggested learning tool for learning about importing and exporting would be a field trip to San Pedro Harbor.	• Thinking Maps • Written Assignments • Student reflection on field trip. • Teacher observations

	3.3 Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.	• Teacher has students compare and contrast old and new photos and newspapers to get deeper understanding of their local communities. • Students make connections creating an Oral History profile of a family member using photos, maps, letters, and newspapers. • Teacher has students create a presentation on that family member to make connections to the subject at hand. • Students learn about modern day Los Angeles in Los Angeles Then and Now. • Students create a Flow Map on migration and explain its sequence. • Teacher has students make connections by researching and writing about the Pobladores or town people of Los Angeles to learn about L.A.'s history and their communities.	• Double Bubble Map, Venn Diagrams. • Oral History Profile • Teacher Observations • Student Presentations • Student Flow Maps. Written Assignments.
Grade 3- TRIMESTER 3: APRIL,MAY,JUNE			
3.2 Students describe the American Indian nations in their local region long ago and in the recent past.	2.4 Discuss the interaction of new settlers with the already established Indians of the region	• Teacher has students create circle maps to describe Indian tribes. • Students debate in cooperative teams of Native Americans and Settlers. • Students create a Venn Diagram and compare and contrast settlers and American Indians. • Teacher has students create a song, a poem, a chant, or rap from the point of view of a settler and a Native American.	• Check Circle Maps • Venn Diagrams • Student Poems or Raps
3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.	4.1 Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws	• Students create laws and rules for the classroom. • By participating in cooperative learning activities, students understand that rules and laws are needed in order to guide people in society. • Students learn about U.S democracy by	• Written reflection on being an active community member. • Teacher observation

		participating in hands on activities, such as holding student elections and campaigning.	
	4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).	• Students learn about what the symbols in L.A. city's seal represents. • A suggested field trip would be for students to visit and learn about Los Angeles City Hall and El Pueblo. • Students research important national landmarks in text and internet and design a poster with pictures and photographs and write about it. • Students research notable landmarks in their city, and experience a tour of downtown Los Angeles. • Students read and answer questions about the U.S. Constitution and Declaration of Independence in text. • Teacher uses art and visuals for students to discover what the stars and stripes represent on the U.S. flag. Students design and create their own flags.	• Student seal and flags. • Students write a reflection about City Hall field trip. • Students give presentation on National landmark.
	4.4 Understand the three branches of government, with an emphasis on local government.	• Students will learn the roles of the mayor and the Los Angeles City Council through text and lectures. • Students visit the mayor's office and interview office workers to gain insight to the mayor's job. • Thinking Maps are used by students to show their understanding of the three branches in the U.S. government.	• Written assignment from interview at City Hall. • Check Thinking Maps.
3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.	5.1 Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.	• Students use shell currency to trade like the Gabrielinos did. • Teacher groups students and has them create symbols representing different utilities needed. Each group is given an envelope of materials to use. Each group has different amounts of materials and	• Teacher Observations • Teacher assessment of group project. • Discussion

		blue construction paper representing the water in Los Angeles. A shortage of blue paper denotes the shortage of water. • Teacher has students reflect their thoughts and determine the importance of their group project by explaining the necessities of conservation and the preservation of natural resources.	
	5.2 Understand that some goods are made locally, some elsewhere in the United States, and some abroad.	• Students research on internet and visit the San Pedro harbor and learn about goods being imported and exported. • Students discuss the routes that various products take at the harbor before they come to the public for consumption. • Students trace the routes taken of their own imported products and where they were manufactured. • A suggested field trip would be for the students to visit a store or supermarket and interview a manager about ordering supplies, products, and conducting business responsibilities. • Teacher utilizes Tree Maps for students to define commercial, residential, and industrial areas of their Los Angeles and what occurs in each area.	• San Pedro Harbor reflection. • Reflection from store interview. • Teacher observation. • Tree Map. • Quick write on personal products.
	5.3 Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.	• Students work in cooperative groups to purchase projects from various industries (products and services) in Los Angeles. Each group decides if it's better to combine their currency or split it up and collect their purchases.	• Group Report Reflection • Teacher Observations
	5.4 Discuss the relationship of students' "work" in school and their personal human capital.	• Teacher has students reflect in a personal journal about school, career, economic, and life progress throughout the year.	• Self Assessment • Class Discussions • Student Journals

Fourth Grade: History and Social Studies Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
Grade 4- Trimester 1: September, October, November			
4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.	1.1 Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth. 1.2 Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations. 1.3 Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, climate) affect human activity. 1.4 Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns. 1.5 Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.	• Suggested resources are encyclopedias, atlases, periodicals, internet, grade level textbooks, Google Earth and Maps, Map Quest, grade level literature, folk tales and songs, and biographies as resource material. • Students study California and statewide geography. • Teacher has students demonstrate the different regions of California by creating relief maps. • Teacher makes use of mapping activities for students to learn about latitude, longitude, locations, cities, and regions in the state of California. • Teacher uses nonlinguistic representations. Students examine maps that show landforms, water, vegetation, climate, and historical, industrial, and recreational points of interest in California. • Teacher has students create Tree Maps to show various types of land use in California, describing their characteristics. • Students design brochures and include the characteristics of California to encourage tourism. • Teacher puts students into cooperative	• Formative Assessments • Research Projects • Graphic Organizers • Relief Maps • Brochure Project • Formative Assessments • Summative Assessments • Teacher Observation • Individual Projects

		groups to create multimedia presentations to describe the regions of California and how its land is used.	
4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.	2.1 Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources. 2.2 2.2 Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns. 2.3 Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, Gaspar de Portola). 2.4 Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.	• Suggested resources include encyclopedias, atlases, periodicals, internet, grade level textbooks, Google Earth and Maps, Map Quest, grade level literature, folk tales and songs, and biographies as resource material. • Teacher has students plot and locate land and sea routes of California Explorers on maps. • Students will locate the missions of El Camino Real or King's Road on a California map. • Students research and design flip books to describe, compare, and contrast two California Indian tribes' legends, religious beliefs, and economic way of life. • Students create and compile mission index cards for researching, synthesizing, and outlining important information about the missions throughout California. • Students generate a classroom mission timeline that includes exploration through presidios. • Teacher has students select one mission and write a report to get a deeper understanding of this historic period. • Students create a chart of an explorer explaining his sea route, importance, accomplishments, and goals. • A suggested field trip would be for students to visit a California mission. • Teacher directs students to compare and contrast the lifestyles of the Spanish explorers and Native Americans using Venn Diagrams. • Teacher has students participate in hands on activities such as making adobe bricks to learn about Spanish and Moorish architecture.	• Teacher Observations • Written Assignments • Research Projects • Portfolio Assessment • Formative Assessments • Summative Assessments • Individual Projects • Mission Index Cards • Explorer Map • Graphic Organizers

	2.5 Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos. 2.6 Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy. 2.7 Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America. 2.8 Discuss the period of Mexican rule in California and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.	• Students assume the role of a Spanish explorer and write journal entries write from an explorer's perspective. • Students are put into cooperative groups to learn about the life of Junipero Serra by participating in Reader's Theatre • Suggested resources are encyclopedias, atlases, periodicals, internet, grade level textbooks, Google Earth and Maps, Map Quest, grade level literature, folk tales and songs, and biographies as resource material.	
Grade 4- Trimester 2: DEC.,JAN.,FEB.,MAR.			
4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.	3.1 Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort. 3.2 Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico). 3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John	• Students will role play in situations that coincide with the ones experienced by pioneers heading west. • Using a simulation game by Interact, students are placed into gold mining companies and decide • how much gold each company finds. Students understand how the causes and effects of the Gold Rush impacted settlements, daily life, politics, and the physical environment. • Teacher has students create scrapbooks and essays that explain and analyze the effects of the Gold Rush in California.	• Teacher Observations • Written Assignments • Research Project with rubric • Biographies with rubric • Portfolio Assessment • Formative Assessments • Summative Assessments • Individual Projects • Mapping • Graphic Organizers • Student Role Play

	Sutter, Mariano Guadalupe Vallejo, Louise Clapp). 3.4 Study the lives of women who helped build early California (e.g., Biddy Mason). 3.5 Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.	• Students write a biography on influential male and female figures during the California Gold Rush. • Students identify the significance, importance, and contribution of the individual for their biographies. • Teacher makes use of mapping activities by having students plot and locate land routes of California settlers. • Students compare and contrast the lifestyles of easterners and the settlers who moved out west.	
Grade 4- Trimester 3: APRIL., MAY, JUNE			
4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.	4.1 Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. 4.2 4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people. 4.3 Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations;	• Suggested resources include encyclopedias, atlases, periodicals, internet, grade level textbooks, Google Earth and Maps, Map Quest, grade level literature, Scott Foresman, folk tales and songs, and biographies as resource material. • Teacher uses visualization as instructional methods to have students use periodicals and internet sources and write letters from the perspective of Chinese railroad workers and miners. • Teacher has students learn about the influential people of California's history (Woody Guthrie, William Mulholland, John Paul Ghetty, Ansel Adams, Dorothea Lange, John Muir, • Levi Strauss, etc.) Students conduct research for an extensive biography. • The students identify and describe the historical period in which the individual lived. They identify the significance, importance, and contribution of the	• Teacher Observations • Written Assignments • Biographies with rubric • Individual Projects • Graphic Organizers

	and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act). 4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles). 4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. 4.6 Describe the development and locations of new industries since the nineteenth century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin. 4.7 Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs. 4.8 Describe the history and development of California's public education system, including universities and community colleges. 4.9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams,	individual for their biographies. • Teacher utilizes circle maps for students to describe attributes of influential people in California's history. • Students make inferences, analyze effects, and draw conclusions by reading and discussing the events from Out of the Dust during the Great Depression in California. • Teacher has students write Flow Maps to sequence the events leading to the Great Depression. • Students interview and create an Oral History of a family member, friend, or relative who had experienced or was impacted by the Great Depression. • Students will design and create a flip book selecting four twentieth century Californians and describe their impact on the nation's cultural development. • Students include historical information in a rap, poem, or song about the depression.	

	Dorothea Lange, John Wayne).		
4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U.S. Constitution.	5.1 Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). 5.2 Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution. 5.3 Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments. 5.4 Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials. 5.5 Describe the components of	• Students identify and describe the problems that are associated in a lawless town from a story by writing a summary about it. • Teacher has students work in cooperative groups to generate and chart rules and laws for a new government. • From readings and class discussions, students will write a self reflection about the U.S. Constitution and determine why it is important to them. • Students will learn about U.S. federal, state, and local governments from their reading in their texts. • Students list problems that would occur if each state was its own country. • Students research the names of representatives of California in the United State Senate. • Teacher makes use of graphic organizers by having students show the separation of powers and checks and balances. • Students are separated into two houses. Each house votes on a written bill	• Teacher Observations • Written Assignments • Individual Projects • Graphic Organizers • Role Play • Formative Assessments • Summative Assessments

	California's governance structure (e.g., cities and towns, Indian rancherias and reservations, counties, school districts).	proposal and it goes to the next house if it accepted. The bill is given to the teacher if it passes in both houses and he or she will act as president and approve or veto the bill. • Students research one Indian reservation and write about it.	

Fifth Grade: History and Social Studies Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
Grade 5- Trimester 1: September, October, November			
5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River. 5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.	1.1 Describe how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. 1.2 Describe their varied customs and folklore traditions. 1.3 Explain their varied economies and systems of government 2.1 Describe the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vásquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant,	• Students will use encyclopedias, atlases, periodicals, Interact simulations, literature, internet, grade level textbooks, Google Earth and Maps, Map Quest, grade level literature, Scott Foresman Our Nation, folk tales and songs, and biographies as resource material. • Students will create a timeline leading up to the age of exploration throughout the world. They make explorer trading cards to learn more about trade and commerce from the different parts of the world. • Students draw or make navigational tools that explorers used. • Students will assume the role of an explorer and research details of expedition and then convince others to join their crew. Students create brochures or posters to persuade others to join their expeditions. • Students recreate the triangular trade routes between the colonies, Europe ,the West Indies, and Africa by participating in an Interact simulation activity.	• Teacher Observations • Individual Projects • Graphic Organizers • Role Play • Formative Assessments • Summative Assessments • Mapping • Written Reflections • Written Assignments with rubric • Teacher Observations

	astrolabe, seaworthy ships, chronometers, gunpowder). 2.2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, the Counter Reformation). 2.3 Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. 2.4 Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.	• Students will write a reflection on the trade route activity above. • Students select a California Native American tribe and a tribe from another U.S. region. Students are responsible for writing a compare and contrast essay about the two tribes focusing on the material listed in the state standards. • Teacher has students create a flip book to broaden their understanding of his or her two tribes. • Students read about native American legends and myths finding similarities among stories. • Students write about a myth explaining how it came to be. • Students study maps of North and South America using latitude and longitude to identify land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia. • Students will participate in mapping assignments.	
5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.	3.1 Describe the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America. 3.2 Describe the cooperation that existed between the colonists and Indians during the 1600s and 1700s (e.g., in agriculture, the fur trade, military alliances, treaties, cultural interchanges). 3.3 Examine the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the	• Suggested resources include Colonial Williamsburg Teacher Institute, Internet, and School Texts • Teacher has students research Colonial and American Indian life. Students create a visual (poster, scrapbook, illustration, political cartoon) project to supplement their research. • Students examine infer, and synthesize the effects of European colonization by debating about cooperation and competition between each group. • Students select one event or conflict before the Revolutionary War and explain its importance. • The students use primary and written resources to analyze the impact of European	• Formative assessments • Summative Assessments • Biographies • Written Reflections • Written Assignments with rubric • Teacher Observations (Debate) • Visual Project

	Powhatan Wars in Virginia, the French and Indian War). 3.4 Discuss the role of broken treaties and massacres and the factors that led to the Indians defeat, including the resistance of Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears). 3.5 Describe the internecine Indian conflicts, including the competing claims for control of lands (e.g., actions of the Iroquois, Huron, Lakota [Sioux]). 3.6 Explain the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah).	colonization on Native Americans. • Teacher has student participate in role playing by demonstrating the cooperation and conflict between the two groups. • The students use primary and written sources to determine what's important by analyzing the impact of European colonization on Native Americans (e.g., broken treaties, massacres, The Trail of Tears) Students will learn many perspectives in U.S. history. • Teacher has students visualize and create an Open Mind Map using words and images to show the perspectives of colonists and Native Americans. • Students write a biography about an influential leader (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah).	
5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.	4.1 Understand the influence of location and physical setting on the founding of the original 13 colonies, and identify on a map the locations of the colonies and of the American Indian nations already inhabiting these areas. 4.2 Identify the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania;	• Suggested resources include Colonial Williamsburg Teacher Institute, literature, Internet, and School Texts • Students create a variety of maps examining people of the thirteen colonies and the Native American tribes who reside in those areas. • Teacher has students participate in role-playing colonial groups who seek religious freedom in the new colonies. Each group will act as one of the early colonies in the U.S. and show their group's life style, work, and religious characteristics in their colony during this period through presentations. • Students create graphic organizers and identify the characteristics of individuals responsible for development of the thirteen colonies.	• Formative assessments • Summative Assessments • Journals • Written Assignments with rubric • Mapping • Teacher Observations • Written Reflections • Group Projects and Presentations

	Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). 4.1 Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania). 4.2 Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion. 4.3 Understand how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish, and French colonial systems. 4.4 Describe the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South. 4.5 Explain the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings.	• Students research the development of the New England, Middle, and Southern colonies and learn about the political, social, religious, and economic influences that helped to find the United States by using a variety of resources. • The students create colonial newspapers. Groups will be assigned to a region and write articles about a colony's triumphs and hardships. • The students keep a journal and role play as if they were colonist and elaborate on life during that period. After, they share out their journals with the class. • Students learn about Puritanism and religious tolerance. • The students analyze slave advertisements, discuss the effects of slavery, and write a reflection. • Teacher has students write independently a compare and contrast essay about the gradual institution of slavery in the South and gradual abandonment of it the North. • Teacher has students create Thinking Maps to compare and contrast how the American British colonies use of self- government and free-market economic systems differed to Spanish and French colonial systems.	

Grade 5- TRIMESTER 2: DEC., JAN., FEB., MAR.			
5.5 Students explain the causes of the American Revolution and consequences of the American Revolution. .	5.1 Understand how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, Coercive Acts). 5.2 Know the significance of the first and second Continental Congresses and of the Committees of Correspondence. 5.3 Understand the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. 5.4 Describe the views, lives, and impact of key individuals during this period (e.g., King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams).	• Suggested resources include Colonial Williamsburg Teacher Institute, Grade Level literature, Independence Simulation by interact, American History Simulations by Teacher Created Materials, Internet, and School Texts. • Teacher uses Reader's Theatre and has students act the part of a fictional character during the American Revolutionary War. Students examine the causes and effects and make inferences of events leading up to the Revolutionary War through reading, researching, and acting. Individuals important to this time period are researched. • Students are put into different groups of Loyalists, Neutralists, or Patriots. Students debate issues about the Stamp Act Congress and First and Second Continental Congress. They argue about the pros and cons of severing ties with Great Britain. • Teacher uses SDAIE strategies and puts students into cooperative groups. Students will design a poster including information, cartoons, pictures, and articles about their political group. • Students create their own political cartoons about Revolutionary Colonial life. • Students write a biography on the views, lives, and impact of key individuals during this period (e.g., King George III, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams). • Students examine the components of the Declaration of Independence and write opinions and reflections about it.	• Formative assessments • Summative Assessments • Written Assignments with rubric • Political Cartoons • Teacher Observations from Debate • Written Reflections • Group Projects and Presentations • Biographies with Rubric
5.6 Students understand the course and consequences of the American	6.1 Identify and map the major military battles, campaigns, and turning points of the	• Suggested resources include Colonial Williamsburg Teacher Institute, Grade Level literature, Independence Simulation by	• Formative assessments • Summative Assessments • Written Assignments

Revolution.	Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides. 6.2 Describe the contributions of France and other nations and of individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, the Marquis Marie Joseph de Lafayette, Tadeusz Ko´sciuszko, Baron Friedrich Wilhelm von Steuben). 6.3 Identify the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren). 6.4 Understand the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.. 6.5 Explain how state constitutions that were established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution. 6.6 Demonstrate knowledge of the significance of land policies developed under the Continental Congress (e.g.,	interact, American History Simulations by Teacher Created Materials, Internet, and School Texts. • Students determine importance by researching the after math of war. Students learn about the impact of war on the colonists in their mission to start a new nation. • Students write a letter from a family member or soldier's perspective describing the hardships and challenges of living or fighting during Revolutionary War. • Students create a Mind Map dividing the map into Loyalist and Patriot perspectives. • Students read and write a summary about the life of Abigail Adams at independence hall and learn about her influence on the war. Other female role models are researched and discussed. • Teacher uses role playing as a way for students to assume the identities and perspectives of the historical figures in artwork to interview each other. • Students write a reflection about how the ideals in the Declaration of Independence changed the way people viewed slavery and contributed to the abandonment of it in the North. • Students will plot and identify the major military battles, campaigns, and turning points of the Revolutionary War using mapping activities. • Students will explain the roles of the American and British leaders and Indian leaders' alliances on both sides by using grade level texts and reading materials.	with rubric • Teacher Observations from Debate • Graphic Organizers • Biographies with Rubric • Mapping

	sale of western lands, the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. 6.7 Understand how the ideals set forth in the Declaration of Independence changed the way people viewed slavery.		
Grade 5- TRIMESTER 3: APR.,MAY,JUNE			
5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.	7.1 List the shortcomings of the Articles of Confederation as set forth by their critics. 7.2 Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights. 7.3 Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty. 7.4 Understand how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the president, and the Supreme Court with those reserved to the states. 7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the	• Suggested resources include Grade Level literature, Internet, and School Texts, American History of Music, School House Rock. • The students assess the Articles of Confederation and identify the problems associated with it. Students use graphic organizers and compare and contrast the Articles of Confederation to the Constitution. • Through research and reading students discover that the United States' Constitution represents the ideals of freedom and democracy while giving its citizens and States rights. • The students distinguish the three branches of government and the separations of power by using graphic organizers. • Students analyze and identify current and relevant examples to the Preamble of the Constitution • The students make Bill of Rights booklets and explain how these laws affect their daily lives. • Students draw images showing the framers at work by reading Shh we're Writing the Constitution • Students write newspaper articles about supporting or opposing the act of keeping the debates a secret at the Philadelphia	• Written Assignments with rubric • Teacher Observations • Graphic Organizers • Teacher Created Tests • Bill of Rights Booklets

	liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution. 7.6 Know the songs that express American ideals (e.g., "America the Beautiful," "The Star Spangled Banner").	Convention. • Students find out how many federal representatives are in each state by completing charts. • Students research qualifications for the presidency and his or her cabinet members. • Teacher puts students into cooperative groups and has them chart the duties of the executive branch.	
5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.	8.1 Discuss the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats). 8.2 Name the states and territories that existed in 1850 and identify their locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions). 8.3 Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Zebulon Pike, John Fremont). 8.4 Discuss the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at	• Suggested resources include Grade Level literature, Internet, and School Texts. • Students learn about immigration from Europe between 1789 and 1850. They simulate the interview process at Ellis Island using role play. • Students name the states and territories that existed in 1850 and locate major geographical features by using maps and graphic organizers. • Students write a biography on influential settlers during this time (e.g., Meriwether Lewis, William Clark, Zebulon Pike, John Fremont. • Students read about the experiences of settlers on the overland trails and locate their routes and the purpose of the journeys. • Students write in journals and describe the migration of Mexican settlers into Mexican territories of the West. • Students create a map and timeline of the gradual expansion of the United States from Eastern to Western states (e.g., California, Texas, Oregon) United States. • Students debate about the justification for the Texas War for Independence and the Mexican-American War. • Students create an Oral History book on how their families came to the United States.	• Written Assignments with rubric • Teacher Observations from Debate • Graphic Organizers • Teacher Created Tests • Mapping

	the end of these trails). 8.5 Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. 8.6 Relate how and when California, Texas, Oregon, and other western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican-American War.	They show how their families' experiences are similar to the immigrants' experiences in the 1800's .	
5.9 Students know the location of the current 50 states and the names of their capitals.		• Students create brochures by selecting a state to show the attributes and features of their states and what makes it unique. • Teacher are assigned to cooperative groups to create a power point presentation showing state facts, geography, industry, and climate.	• Power Point Presentations • Research Projects • Portfolio Assessment • Teacher Observations

Sixth Grade: History and Social Studies Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
Grade 6- Trimester 1: September, October, November			
6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	1.1 Describe the hunter-gatherer societies, including the development of tools and the use of fire. 1.2 Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 1.3 Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication	• Suggested resources include Grade Level literature, Scott Foresman, Internet, and School Texts. • Teacher uses art as a teaching tool by having students describe the development of tools and the use of fire creating drawings. • Students construct a timeline that shows major events and developments throughout the world during this time period. • Teacher has students use hands on learning activities by creating their own paintings using photos of the caves of Lascaux as a reference tool. • Students identify, chart, and plot the	• Mapping • Graphic Organizers • Drawings • Timelines • Formative assessments • Summative Assessments

	of plants and animals and new sources of clothing and shelter.	locations and communities that populated the regions of the world and describe how humans adapted to a variety of environments. • To broaden their understanding, students research the climatic changes, modifications, and domestications of land, plants, and animals. They learn of the new sources of clothing and shelter.	
6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.	2.1 Locate and describe the major river systems and discuss the physical settings that supported permanent settlement and early civilizations. 2.2 Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power. 2.3 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt. 2.4 Know the significance of Hammurabi's Code. 2.5 Discuss the main features of Egyptian art and architecture. 2.6 Describe the role of Egyptian trade in the eastern Mediterranean and Nile valley. 2.7 Understand the significance of Queen Hatshepsut and Ramses the Great. 2.8 Identify the location of the Kush civilization and describe its political, commercial, and agricultural techniques that permitted the production of economic surplus and the	• Suggested resources include Grade Level literature, Scott Foresman, Internet, and School Texts. • Teacher has students identify locations on maps and summarize why living near major river systems were crucial to early societies. • Students examine the development of agricultural methods, the production of economic surplus, and the beginning of cities as cultural centers and power by reading and research. • Teacher has students synthesize information by reading and studying the religious, social, and political order in Mesopotamia and Egypt. • From research and reading, students make inferences and determine the importance of Hammurabi's Code. • Teacher makes use of nonlinguistic representations using models. Students study Egyptian art and architecture. Students then build a pyramid like those built in Ancient Egypt out of play dough showing faces, edges, and vertices. • Teacher has students synthesize information by writing a summary about the importance of Egyptian trade in the Nile valley and Eastern Mediterranean. • Students research the importance of Queen Hatshepsut and Ramses the Great and why	• Mapping • Graphic Organizers • Timelines • Formative Assessments • Summative Assessments • Written Assignments • Pyramid Model • Group Presentations

	emergence of cities as centers of culture and power. 2.9 Understand the relationship between religion and the social and political order in Mesopotamia and Egypt.	they were influential at this time. • Teacher has students present in cooperative groups to explain why the Kush civilization's political, commercial, and agricultural methods helped the economy and the emergence of cities as places of power and culture. • Students create a timeline of the evolution, social, and political order of Egyptian and Mesopotamian civilization.	
6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.	3.1 Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. 3.2 Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. 3.3 Discuss the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan Ben Zaccai in the development of the Jewish religion. 3.4 Discuss the locations of the settlements and movements of Hebrew peoples, including the Exodus and their movement to and from Egypt, and outline the significance of the Exodus to the Jewish and other people.	• Students research the importance of Judaism as the first monotheistic religion based on the moral laws for humanity. • From class assignments and discussions, students examine the moral and ethical teachings and beliefs of Judaism and identify the importance of Hebrew traditions reflected in Western Society. • Teacher assigns students to write a compare and contrast essay of their religions to Judaism. • Students write a biography on one of the following: Abraham, Moses, Naomi, Ruth, David, and Yohanan Ben Zaccai on their contribution to the development of the Jewish religion. • Teacher has students create Thinking Maps to show and explain the migration of the Hebrews including the Exodus (Shemot) and their movement to and from Egypt . • Teacher has students research the significance of the Exodus to the Jewish people and others. • Students sift important ideas and synthesize information about how Judaism endured and developed despite the diffusion of the Jewish people from Jerusalem and Israel after the obliteration of the second Temple in A.D. 70.	• Written Assignments • Biographies with rubric • Formative Assessments • Summative Assessments • Thinking Maps

	3.5 Discuss how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second Temple in A.D. 70.		
6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.	4.1 Discuss the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. 4.2 Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from *Pericles' Funeral Oration).* 4.3 State the key differences between Athenian, or direct, democracy and representative democracy. 4.4 Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey,* and from *Aesop's Fables.* 4.5 Outline the founding, expansion, and political	• Teacher has students make a timeline on the expansion of city-states in the region of the Aegean Sea showing the founding of commerce and trade in the Mediterranean region. • Using Venn Diagrams Students compare and contrast the tyrannical and democratic forms of government in ancient Greece, including the importance of the idea of citizenship. • Teacher has students independently write a compare and contrast essay on the differences between direct, democracy and the representative democracy in the U.S • Students recognize the importance of Greek literature, mythology, and epics, such as Homer's Iliad and Odyssey from research and reading. • Teacher has students read Aesop's Fables and write reflections to make connections from them. • Students outline the, expansion and political organization of the Persian Empire using Graphic Organizers. • Teacher has students use Thinking Maps to compare and contrast life in Athens and Sparta while learning about the Peloponnesian Wars. • Students make inferences and draw conclusions on Alexander the Great and the spread of Greek culture into Egypt.	• Written Assignments • Biographies with rubric • Formative Assessments • Summative Assessments • Thinking Maps

	organization of the Persian Empire. 4.6 Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars. 4.7 Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. 4.8 Describe the enduring contributions of important Greek figures in the arts and sciences (e.g., Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides).		
6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.	5.1 Locate and describe the major river system and discuss the physical setting that supported the rise of this civilization. 5.2 Discuss the significance of the Aryan invasions. 5.3 Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. 5.4 Outline the social structure of the caste system. 5.5 Know the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia. 5.6 Describe the growth of the Maurya empire and the political and moral achievements of the emperor Asoka. 5.7 Discuss important aesthetic and intellectual traditions (e.g.,	• Teacher has students locate and describe the major river system on maps and discuss the growth of this civilization to broaden their understanding. • Students discuss the importance of the Aryan invasions. • Teacher has students use Flow Maps to explain the beliefs and practices of Brahmanism in India and how this became early Hinduism. • Students learn about the social structure of the caste system and how it affects people in India. • Teacher directs students to use Thinking Maps to study the teachings in Buddhism and how it spread in India, Central Asia. • Students research the growth of the Maurya empire and the political and moral achievements of the emperor Asoka. • Teacher has students determine and discuss important aesthetic and intellectual traditions (e.g., Sanskrit literature, medicine, mathematics, and Hindu-Arabic numerals	• Formative Assessments • Summative Assessments • Teacher Created Tests

	Sanskrit literature, including the *Bhagavad Gita;* medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero).	from assigned reading.	
6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.	6.1 Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty. 6.2 Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world. 6.3 Know about the life of Confucius and the fundamental teachings of Confucianism and Taoism. 6.4 Identify the political and cultural problems prevalent in the time of Confucius and how he sought to solve them. 6.5 List the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty. 6.6 Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire. 6.7 Cite the significance of the trans-Eurasian "silk roads" in the period of the Han Dynasty and Roman Empire and their locations. 6.8 Describe the diffusion of	• Students locate on maps Chinese societies in the Huang-He Valley during the Shang Dynasty. • Students determine the importance of China's geographic features and why it was isolated from the rest of the world. • Students compare and contrast the teachings of Buddhism, Confucianism, and Taoism using Graphic Organizers. • Students determine the importance of the cultural and political problems during time of Confucius and how he solved them. • Teacher makes use of Tree Maps for students to list the achievements and policies of the emperor Shi Huangdi and his actions to unify Northern China under the Qin Dynasty. • From reading and class discussions, students explain and identify the political contributions of the Han Dynasty and recognize the development of the imperial empire. • Students learn about the trans-Eurasian "silk roads" during the Han Dynasty and Roman Empire and their locations. • Students write about the dispersion of Buddhism northward to China during the Han Dynasty.	• Formative Assessments • Summative Assessments • Mapping • Written Assignments

	Buddhism northward to China during the Han Dynasty		
6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.	7.1 Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. 7.2 Describe the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty). 7.3 Identify the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes. 7.4 Discuss the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. 7.5 Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. 7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New	• Students write a biography on one of the mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. • Students examine the government of the Roman Republic and its importance and compare it to U.S. democracy. • Teacher broadens student understanding by having them make inferences from their reading about the political and geographic reasons for the expansion of Roman territories and empire, in addition to how the empire cultivated economic growth through the use of trade routes and currency. • Teacher has students synthesize information, summarize, and discuss the influence of Julius Caesar and Augustus in Rome's shift from republic to empire. • Teacher has students create Flow Maps to show the migration of Jews around the Mediterranean region and the effects of their struggles with the Romans, including the Romans' restrictions on their right to live in Jerusalem. • Students read to synthesize and examine the beliefs of Christianity and the teachings of Jesus of Nazareth as explained in the New Testament. Students determine the importance of the spread of Christian beliefs such as the Trinity, resurrection, and salvation. • Students create a timeline to get a better understanding of the spread of Christianity in	• Biography with rubric. • Formative Assessments • Summative Assessments • Written Assignments

	Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation). 7.7 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. 7.8 Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law	Europe and other Roman territories. • Students make connections to their lives by reading about Roman art, architecture, science, technology, law, and language.	

APPENDIX 2a
Science

Science Curriculum Overview by grade level

Kindergarten

All students will learn how to classify, compare, sort, and identify common objects. They will expand their skills in descriptive language by learning to observe, measure, and predict the properties of materials. Activities related to freezing, melting, and evaporation can provide ways to stimulate classroom discussions. Studies of plants and animals, landforms, and weather allow students to recount personal stories and speak of familiar experiences and interests. In doing so they learn new vocabulary and have opportunities to practice skills learned. The kindergarten curriculum, works hand in hand with Language arts curriculum. Based on the California Science Content Standards Students listen to stories, teachers may use important strategies for teaching comprehension by (1) using pictures and context to make predictions; (2) retelling familiar stories; and (3) answering and asking questions about essential elements. In kindergarten, young scientists make lots of predictions. Not only is it a core science curriculum skill, but also it can bring about a learning full of learning. Students observe, measure, and predict properties of materials using a variety of activities and resources.(CA Science Content Standards 2004)

1st Grade

Physical Science -

Students will be introduced to activities that will engage them in learning that all matter comes in different states: solids, liquids, and gases. Life Science - Students learn that plants need sunlight. They will engage in hands on investigations and projects and learn the how and why most plants are green. Earth Science - All students will investigate and understand that moving objects exhibit different forces of motion.

2nd grade Physical Science - Students will learn about concepts of force, such as push and pull. Earth Science - Students will learn how the Earth is made of materials that have distinct properties, which provide natural resource. Life Science - Students will be involved in learning how plants and animals have predictable life cycles.

Students will be involved in asking meaningful questions and conducting careful hands-on investigations experiments.

3rd grade Physical Science - Students will learn that energy and matter have multiple forms and states that can change. Life Science - Students will learn about ecology, evolution, and adaptation of different organisms. Earth Science - Objects in the sky move in regular and predictable patterns.

Students will be involved in hands-on activities which will help build skills of inquiry, empower them to solve problems, to evaluate their outcome, and to plan and test their hypotheses.

4th Grade

Physical Science – Students will learn that electricity and magnetism are related effects with many useful applications in everyday life.
Life Science – Students will learn that all organisms need energy and matter to live and grow, and living organisms depend on one another and their environment to survive.
Earth Science – Students will learn about properties of rocks and minerals and how they are formed. They will also learn that the Earth's surface is continuously changing due to waves, wind, water, and ice.

Students will differentiate observation from inferences and know how to formulate and justify predictions based on cause-and-effect relationships.

5th Grade

Physical Science – Students will recognize the Elements and their Combinations for the various types of matter and Explore the Periodic Table of the Elements
Life Science – Students will study four related transport systems that provide all the cells of living organisms: water, food, gas exchange, and waste disposal.
Earth Science - Students will learn that different variables affect the rate of evaporation and condensation. Student will engage in learning that Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns, and that the Solar System consists of planets and other bodies that orbit the Sun in predictable paths.

The Investigation and Experimental process will be addressed in various forms through the course, where students will engage in forming their own question and performing an investigation individually, or by group and present their findings.

6th Grade (Emphasis in Earth Science)

Physical Science – Students will learn that heat moves in a predictable flow form warmer objects to cooler objects until all the objects are the same temperature.
Earth Science – Students will learn about Plate Tectonics and the Earth's layers. Students will investigate the Earth's surface in constant movement, the layers of the Earth, convection currents, earthquakes and volcanoes. Students will learn how topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. Students will learn that weather patterns on the Earth's surface are affected by the transfer of energy through radiation and convection currents.
Life Science – Students will learn that organisms in ecosystems exchange energy and nutrients among themselves and with the environment.

The Investigation and Experimental process will be addressed in various activities throughout the year where students will engage in forming their own questions and performing an investigation individually and through cooperative groups to present their findings.

Core Academic Area: Science	Grade: Kindergarten		
Sequence of skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
1.0 Physical Science Properties of materials can be observed, measured and predicted.	1a. Students know objects can be described in terms of the materials they are made of (e., clay, cloth, paper) size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking). 1b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. 1c. Student know water left in open container evaporates (goes into the air) but water in a close container does not	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Hill & Flynn • SDAIE • Thinking Maps • Vocabulary strategies • Notebooking • Inquiry and the National Science Education Standards : A Guide for Teaching and Learning by the National Research Council	Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
Trimesters 1-3 Investigation and Experimentation 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			Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

2nd Trimester: December, January, February, March			
2.0 Life Science Different types of plants and animals inhabit the earth. As a basis for understanding this concept	2a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects). 2b. Students know stories sometimes give plants and animals attributes they do not really have. 2c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Hill & Flynn • SDAIE • Thinking Maps • Vocabulary strategies • Notebooking • Inquiry and the National Science Education Standards : A Guide for Teaching and Learning by the National Research Council	Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
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			Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
Trimester 3: March, April, May, June			
3.0 Earth Science	3a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms 3b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Hill & Flynn • SDAIE • Thinking Maps • Vocabulary strategies • Notebooking	Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

	3c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.		
			Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
			Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

Core Academic Area: Science	Grade: 1st		
Sequence of skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
First Trimester: September, October, November			
Physical Science 1.0 Materials come in different forms (states), including solids, liquids, and gases. As a basis for understanding this concept	1a. Students know solids, liquids, and gases have different properties 1b. Students know the properties of substances can change when the substances are mixed, cooled, or heated	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Hill & Flynn • SDAIE • Thinking Maps	Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

		• Vocabulary strategies • Notebooking •	
			Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
Trimesters 1-3 Investigation and Experimentation 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			Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
Second Trimester: December, January, February			
2.0 Life Science Plants and animals meet their needs in different ways. As a basis for understanding this concept	2a. Students know different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places 2b. Students know both plants and animals need water, animals need	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Hill & Flynn • SDAIE • Thinking Maps • Vocabulary strategies	Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

	food, and plants need light.	• Notebooking	
			Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
	2c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting 2d. Students know how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants). 2e. Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight		Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
			Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
			Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
Third Trimester: March, April, May,			
3.0 Earth Science Students know roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight	3a. 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	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Marzano • SDAIE • Thinking Maps • Vocabulary strategies	Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
	3b. Students know that the		Formative assessments

	weather changes from day to day but that trends in temperature or of rain (or snow) tend to be predictable during a season		Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
	3c. Students know the sun warms the land, air, and water		Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

Content: Academic Area Science	**Grade 2nd**		
Trimesters 1-3 Investigation and Experimentation 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			
First Trimester: September, October, November			
1.0 Physical Sciences The motion of objects can be observed and measured. As a basis for understanding this concept	1a. Students know the position of an object can be described by locating it in relation to another object or to the background 1b. Students know an object's motion can be described by recording the change in position of the object over time 1c. Students know the way to change how something is moving is by giving it a push or a pull. The size of the change is related to the strength, or the amount of force, of the push or pull 1d. Students know tools and machines are used to apply pushes and pulls (forces) to make things move 1e. Students know objects fall to	• Strategies That Work by Marzano • Strategies That Work- English Language Learners by Hill & Flynn • SDAIE • Thinking Maps • Vocabulary Strategies • Notebooking	Formal Assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

	the ground unless something holds them up. 1f. Students know magnets can be used to make some objects move without being touched 1g. Students know sound is made by vibrating objects and can be described by its pitch and volume		
Second Trimester: Grade 2nd			
2.0 Life Sciences Plants and animals have predictable life cycles. As a basis for understanding this concept	2a. Students know that organisms reproduce offspring of their own kind and that the offspring resemble their parents and one another. 2b. Students know the sequential stages of life cycles are different for different animals, such as butterflies, frogs, and mice. 2c. Students know many characteristics of an organism are inherited from the parents. Some characteristics are caused or influenced by the environment. 2d. Students know there is variation among individuals of one kind within a population 2e. Students know light, gravity, touch, or environmental stress can affect the germination, growth, and development of plants 2f. Students know flowers and fruits are associated with reproduction in plants	• Strategies That Work by Marzano • Strategies That Work- English Language Learners by Hill & Flynn • SDAIE • Thinking Maps • Vocabulary Strategies • Notebooking	Formal Assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

Third Trimester: April, May, June	2nd grade		
3.0 Earth Science Earth is made of materials that have distinct properties and provide resources for human activities. As a basis for understanding this concept	3a. Students know how to compare the physical properties of different kinds of rocks and know that rock is composed of different combinations of minerals. 3b. Students know smaller rocks come from the breakage and weathering of larger rocks. 3c. Students know that soil is made partly from weathered rock and partly from organic materials and that soils differ in their color, texture, capacity to retain water, and ability to support the growth of many kinds of plants. 3d. Students know that fossils provide evidence about the plants and animals that lived long ago and that scientists learn about the past history of Earth by studying fossils. 3e.Students know rock, water, plants, and soil provide many resources, including food, fuel, and building materials, that humans use.	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Hill & Flynn • SDAIE • Thinking Maps • Vocabulary strategies • Notebooking	Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

Content Academic Area: Science	Grade: 3rd		
First Trimester: September, October, November			
Physical Science 1.0 Energy and matter have multiple forms and can be changed from one form to another.	1a Students know energy comes from the Sun to Earth in the form of light 1b.Students know sources of stored energy take many forms, such as food, fuel, and batteries	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Hill & Flynn • SDAIE • Thinking Maps	Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

	1c.Students know machines and living things convert stored energy to motion and heat. 1d.Students know energy can be carried from one place to another by waves, such as water waves and sound waves, by electric current, and by moving objects.	• Vocabulary strategies • Notebooking	
2.0 Light has a source and travels in a direction. As a basis for understanding this concept	1e.Students know matter has three forms: solid, liquid, and gas. 1f.Students know evaporation and melting are changes that occur when the objects are heated.		Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
	1g.Students know that when two or more substances are combined, a new substance may be formed with properties that are different from those of the original materials. 1h.Students know all matter is made of small particles called atoms, too small to see with the naked eye. 1i.Students know people once thought that earth, wind, fire, and water were the basic elements that made up all matter. Science experiments show that there are more than 100 different types of atoms, which are presented on the periodic table of the elements. 2a. Students know sunlight can be		

	blocked to create shadows. 2b.Students know light is reflected from mirrors and other surfaces. 2c.Students know the color of light striking an object affects the way the object is seen. 2d.Students know an object is seen when light traveling from the object enters the eye.		
Second Trimester: December, January, February			
2.0 Life Sciences Adaptations in physical structure or behavior may improve an organism's chance for survival	2a.Students know plants and animals have structures that serve different functions in growth, survival, and reproduction. 2b.Students know examples of diverse life forms in different environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands. 2c.Students know living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial. 2d.Students know when the environment changes, some plants and animals survive and reproduce; others die or move to new locations 2e. Students know that some kinds of organisms that once lived on Earth have completely	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Hill & Flynn • SDAIE • Thinking Maps • Vocabulary strategies • Notebooking	Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

	disappeared and that some of those resembled others that are alive today		
Third Trimester: March, April, May			
4.0 Earth Science Objects in the sky move in regular and predictable patterns	4a.Students know the patterns of stars stay the same, although they appear to move across the sky nightly, and different stars can be seen in different seasons. b.Students know the way in which the Moon's appearance changes during the four-week lunar cycle. c.Students know telescopes magnify the appearance of some distant objects in the sky, including the Moon and the planets. The number of stars that can be seen through telescopes is dramatically greater than the number that can be seen by the unaided eye. d.Students know that Earth is one of several planets that orbit the Sun	• Strategies That Work by Marzano-Strategies That Work – English Language Learners by Hill & Flynn • SDAIE • Thinking Maps • Vocabulary strategies • Notebooking	Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments
Investigation and Experimentation Scientific progress is made by asking meaningful questions and conducting careful investigations	5a. Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation. b.Differentiate evidence from opinion and know that scientists do not rely on claims or		Common Formative assessments Projects Teacher Observations Periodic Assessments FOSS Formative Assessments

	conclusionnless they are backed by observations that can be confirmed. c. Use numerical data in describing and comparing objects, events, and measurements. d. Predict the outcome of a simple investigation and compare the result with the prediction. e. Collect data in an investigation and analyze those data to develop a logical conclusion.		

Grade: 4	Core Curriculum: Science		
Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessment
Physical Science: 1. Electricity and magnetism are related effects that have many useful applications in everyday life.	1a. Students know how to design and build simple and parallel circuits by using components such as wires, batteries, and bulbs. 1b. Students know how to build a simple compass and use it to detect magnetic effects, including Earth's magnetic fields. 1c. Students know electric currents produce magnetic fields and know how to build a simple electromagnet. 1d. Students know the role of electromagnets in the construction of electric motors, electric generators, and simple devices, such as doorbells and earphones. 1e. Students know electrically	Use of Foss kits as a resource. Activity: Simple and Parallel Circuits Objective: Student will be exposed to the uses of batteries and bulbs. Pupils will be able to explain the difference between series and parallel circuits. Materials Needed: batteries bulbs wire 2 switches 6 sockets plywood 16"x24" Strategy/Approach: Student will have hands on experience	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments 1a. Student will be able to light bulbs with the batteries using the different combinations. Also while the teacher holds up the example she/he has made on plywood. Students on a sheet of paper

	charged objects attract or repel each other. 1f. Students know that magnets have two poles (north and south) and that like poles repel each other while unlike poles attract each other. 1g. Students know electrical energy can be converted to heat, light, and motion.	with the batteries and bulbs. They will have to make series circuits with one wire and then two wires. The same will apply to a parallel circuit. The teacher will make two models on the plywood; one will consist of three sockets wired together to represent a series circuit. The other will also consist of three sockets wired together to represent a parallel circuit. Each will be controlled by their own switches. Activity: Making a Compass Materials: * Scissors * 2 Needles (1½ inches or longer) * Bowl * Styrofoam plate * Ruler * Strong magnet * Compass * Tap water * Marker * Transparent tape Procedure: 1. Use the compass to determine north, south, east, and west. Write N, S, E, and W on pieces of tape, and stick the tape in the same locations on the bowl as they are on the compass. Fill the bowl with water. 2. Cut a 1-inch (2.5 cm.) disk from the Styrofoam plate. 3. Magnetize one of the needles by rubbing it against a strong magnet 30 or 40 times. This works best if you always rub in the same direction. You can tell that the needle is magnetized when it attracts the other needle to it,	will tell the teacher which example is the series circuit and which one is the parallel circuit. Students will have created their own compass, they will be able to identify and label the parts of a compass. Students will be able to explain the function, purpose and importance of a compass

		just like a real magnet. 4. Insert the magnetized needle lengthwise through (and parallel to) the disk. 5. Place the disk in the labeled bowl of water. What happens? The needle should point north and south as it aligns itself with the Earth's magnetic field. Activity: Attraction of Opposite Charges Materials: * Wool sweater * Balloon * Tissue paper or Styrofoam "peanuts" * Fluorescent light bulb Procedure: Rub the wool sweater with the balloon. The electrons from the sweater are transferred onto the balloon, giving the balloon a negative charge. Now place the balloon near several pieces of tissue paper or Styrofoam "peanuts." The balloon's negative charge repels electrons from the paper's (or Styrofoam) surface, giving the paper's (or Styrofoam) surface a positive charge. Since unlike charges attract each other, the balloon picks up the paper (or Styrofoam). This demonstrates how opposite charges attract one another. Also, rub the fluorescent bulb against the wool sweater. The static electricity produced is enough to cause the mercury gas atoms inside the bulb to emit photons, lighting the bulb.	Students will set a hypothesis, and test their results Through the use of data collection; students will log the different findings and give the appropriate explanation for their end results.

		Additional materials include: FOSS kit, a variety of media and texts including exposition, biographical, and periodical texts.	
Life Sciences: 2. All organisms need energy and matter to live and grow.	2a. Students know plants are the primary source of matter and energy entering most food chains 2b. Students know producers and consumers (herbivores, carnivores, omnivores, and decomposers) are related in food chains and food webs and may compete with each other for resources in an ecosystem. 2c. Students know decomposers, including many fungi, insects, and microorganisms, recycle matter from dead plants and animals.	Students create organism cards to create food chain and food webs (FOSS organism cards). Students monitor salt water environment to determine best environmental conditions for brine shrimp eggs (brine eggs, plastic cups, tap water). Make their own chart of the ecosystem. Students study the connection of animals and plants through observation (video and mature) Activity: Ecosystem Objective: Students will compare and contrast a coral reef and a kelp forest ecosystem and identify the abiotic and biotic factors within each. Materials: Blank Coral Reef Ecosystem Board (1 per group)	Common Formative assessments Projects Periodic Assessments Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments Check for understanding: 1. Have a kelp forest “box” and a coral reef “box” on the board. Ask the students to help you fill in the blanks for abiotic

		Blank Kelp Forest Ecosystem Board (1 per group) Environmental Factors to place on Ecosystem Boards- Abiotic – warm water, cold water, trash, boats, nutrients, clear water Producers – phytoplankton, zooxanthelle, giant kelp, Primary Consumers – zooplankton, brain coral, urchin, butterflyfish Secondary Consumers – otter, kelpfish, sea turtles, parrottfish Tertiary consumers – sea lions, reef sharks, Pictures of coral reefs Pictures of kelp forests Ecosystem Observation Sheets – provided Ecosystem worksheet – provided Procedure/Modeling: 1. Explain that we will look at two ocean habitats and investigate how they are different. Introduce the term environmental factor. 2. Using the "Ecosystem Observation Sheets", brainstorm what things can impact animals that live in each habitat. Once a long list of factors is on the board, identify which are nonliving and which are living(or abiotic and biotic) 3. Show the student an empty kelp forest ecosystem and coral reef ecosystem (or some simple way for the students to sort the piece.). These are the two habitats we will focus on today. While they are both ocean habitats, they have very different	factors, producer and primary, secondary and tertiary consumers. 2. Briefly discuss why phytoplankton and zooplankton can be found in all habitats. 3. Ask engaging questions such as: a. Why would the otter not be able to live in the coral reef? b. What would happen to the coral if the algae inside died? c. What would happen to the kelp forest if all of the kelp disappeared?

		factors that allow animals to live there. 4. Starting with the abiotic factors, then producer, primary consumers, and so on, students will place the pieces in the proper ecosystem. Additional materials include: FOSS kit, a variety of media and texts including exposition, biographical, and periodical texts.	
3. Living organisms depend on one another and on their environment for survival.	3a. Students know ecosystems can be characterized by their living and nonliving components. 3b. Students know that in any particular environment, some kinds of plants and animals survive well, some survive less well, and some cannot survive at all. 3c. Students know many plants depend on animals for pollination and seed dispersal, and animals depend on plants for food and shelter. 3d. Students know that most microorganisms do not cause disease and that many are beneficial.	Students will gain the understanding that not all bacterial are bad. Students will explore microorganisms by creating a "good" bacterial such as yogurt. Activity: Making Yogurt Materials: • Plain yogurt (with active yogurt cultures) • Tablespoon • Quart jar with a tight seal • Sauce pan • Measuring cups • Heat source • Cooking thermometer • Towels • Powdered milk • Milk Procedure: 1. Combine 1⁄2 cup of powdered milk with 31⁄2 cups of milk in a saucepan. 2. Heat the mixture to 1800F (820C) and then allow it to cool to 1130F (410C). 3. Mix one tablespoon of yogurt into a small amount of the cooled milk mixture. Combine this with the rest of	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments Evaluation will be done based on the end result of their understanding and project on microorganisms. (Log Sheets)

		the cooled milk mixture and pour it into a very clean jar. Seal it well. 4. Wrap the jar in several towels to keep it warm. Let it stand for 6-10 hours. 5. Yogurt tends to be very tangy. It can be sweetened with honey or fruit. Additional materials include: FOSS kit, a variety of media and texts including exposition, biographical, and periodical texts.	
Earth Sciences 4. The properties of rocks and minerals reflect the process that formed them.	4a. Students know how to differentiate among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation (the rock cycle). 4b. Students know how to identify common rock-forming minerals (including quartz, calcite, feldspar, mica, and hornblende) and ore minerals by using a table of diagnostic properties.	Students sort rocks, granite, and other minerals (ore minerals samples, mineral samples, rocks, hand lens, nails, ceramic, tiles, magnets). Students will research through the use of multi media technology, such as internet, videos, encyclopedias, etc, to differentiate the process among igneous, sedimentary, and metamorphic rocks by referring to their properties and methods of formation. Through the use of FOSS kit, students will be able to identify common rock-forming minerals such as quarts, calcite, feldspar, mica, and hornblende. Students will create stream of tables to observe the process of erosion (FOSS stream table, ruler, wood angle, basin, hand lens, clay, sand, map) Additional materials include: FOSS kit, a variety of media and texts including exposition, biographical,	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments Presentation of their Research Project on Rock Cycle. Formative Assessment: Teacher will assess by creating a test which list characteristics/picture of rocks and minerals, students will fill in the blank labeling corresponding rock or mineral.

		and periodical texts.	
5. Waves, wind, water, and ice shape and reshape Earth's land surface.	5a. Students know some changes in the earth are due to slow processes, such as erosion, and some changes are due to rapid procedures, such as landslides, volcanic eruptions, and earthquakes. 5b. Students know natural processes, including freezing and thawing and the growth of roots, cause rocks to break down into smaller pieces. 5c. Students know moving water erodes landforms, reshaping the land by taking it away from some places and depositing it as pebbles, sand, silt, and mud in other places (weathering, transport, and deposition)	Activity: Effects of Glaciers Materials: * Paper and pencils * Newsprint (optional) and markers * Ice cube trays * Water * Sand * Two hard plastic cups for each group * Teaspoon * Paper towels Note: Before beginning the lesson, prepare the ice trays for the student activity. Make enough ice so that each group has two clear ice cubes and two that have been frozen with sand on the bottom. Then put the other materials in a central place so students are ready to begin immediately following the opening discussion. 1. Begin the lesson by asking students if they know what a glacier is. Write their ideas on the newsprint or chalkboard. As a class, arrive at a definition of a glacier. Tell students that they will participate in an activity that will demonstrate how glaciers can cause dramatic changes. Divide students into small groups; tell them to select one person in each group who's responsible for collecting materials for the group. 2. Have the designated students gather the materials for their groups. At this point, retrieve the ice cube trays from	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments Experimental/ End result, Presentation

		the freezer. Put two clear ice cubes in one cup and two sandy ones in another for each group. Distribute the hard plastic cups, two for each group. 3. Tell students to use a paper towel to pick up one of the sandy ice cubes. Instruct them to hold this ice cube against the side of the plastic cup and rub the bottom of the cube back and forth several times. Make sure each student in the group has a chance to rub the ice cube. 4. Ask the students to carefully examine the surface of the cup where the ice cube was rubbed. Have the students record their observations. 5. Then have the students follow the same steps with the clear ice cube. Make sure they rub this ice cube with as much pressure and force as they used for the sandy one. Ask the students to record their observations. 6. Have the groups clean up their areas as they finish the activity. When all the groups have completed the activity, bring the class together for a discussion. Ask what happened after the students rubbed the sandy ice cube against the cup. Ask what happened after the students rubbed the clear ice cube against the cup. The students will probably observe that the sandy ice cube made a mark on the cup, while the clear one did not. 7. Discuss with the class what the results show. Help the students understand that the sandy particles in the ice cube are what caused the mark on the cup. This rubbing motion is similar to the way glaciers cut deep depressions in the Earth's surface.	

		8. Conclude the discussion by asking the students if they can think of other natural forces that cause changes on the Earth's surface. Possible ideas include flowing water, wind, and the movement of tectonic plates or underground water. Record the students' ideas on a sheet of newsprint or the chalkboard. Additional materials include: FOSS kit, a variety of media and texts including exposition, biographical, and periodical texts.	
Investigation and Experimentation 6. Scientific progress is made by asking meaningful questions and conducting careful investigations.	Student will: 6a. Differentiate observation from inference (interpretation) and know scientist' explanation come partly from what they observe and partly from how they interpret their observations. 6b. Measure and estimate the weight, length, or volume of objects. 6c. Formulate and justify predictions based on cause-and-effect relationships. 6d. Conduct multiple trails to test a prediction and draw conclusions about the relationships between predictions and results. 6e. Construct and interpret graphs from measurements 6f. Follow a set of written instructions for a scientific investigation.	The investigation and experimentation standards are address in every science unit throughout the year.	Common Formative assessments Projects Periodic Assessments (As per yearly work is submitted)

Grade: 5	Core Curriculum: Science		
Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessment

Physical Science: 1. Elements and their combinations account fro all the varied types of matter in the world.	1a. Students know that during chemical reactions the atoms in the reactants rearrange to form products with different properties. 1b. Students know all matter is made of atoms, which may combine to form molecules. 1c. Students know metals have properties in common such as high electrical and thermal conductivity. Some metals, such as aluminum (AL), iron (FE), nickel (Ni), cooper (Cu), silver (Ag), and gold (Au), are pure elements; others, such as steel and brass, are composed of a combination of elemental metals. 1d. Students know that each element is made of one kind of atom and that the elements are organized in the periodic table by their chemical properties. 1e. Students know scientist have developed instruments that can create discreate images of atoms and molecules that show that the atome and molecules often occu in well-ordered arrays. 1f. Students know differences in chemical and physical properties of substances are used to separate mixtures and identify compounds. 1g. Studehts know properties of solid, liguid, and gaseous substances, such as sugar (C6H12O6), water (H2O), helium (He), oxygen (O2), nitrogen (N2), and carbon dioxide (CO2). 1h. Students know living organisms and most materials are composed of just a few elements. 1i. Students know the common properties of salts, such as sodium chloride (NaCl).	Students make mixtures of water and solid materials and separate the mixtures using screens and filters. They find that solutions can only be separated by evaporation. Physical and Chemical Change Goals and Objectives: 1. Students will learn... The difference between a physical reaction and a chemical reaction 2. The 4 ways in which a reaction can be sped up; (concentration, surface area, temperature, & catalysts). Vocabulary: 1. Physical Reaction: The matter stays the same, but change in size, shape, or appearance. 2. Chemical Reaction: The matter changes to a different kind of matter, or change in color. 3. Concentration: amount of substance dissolved in a certain amount of solvent. 4. Surface Area: refers to the amount of material that is exposed 5. Catalysts: substance that increases the rate of a chemical reaction without being changed by the reaction. 6. Endothermic 7. Exothermic Matter, Molecules, Atoms Objectives: 1. Students will learn that matter is made of atoms. 2. Students will learn that an atom is made of protons, neutrons and	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments Define and clarify the difference between a physical and chemical reaction.

		electrons, the charge of each particle, and how they are arranged to make up an atom. 3. Students will learn the definition of a molecule, an element and a compound and will be able to point out the differences between the three. 4. Students will learn that a chemical bond happens when two atoms share electrons. 5. Students will be introduced to the Periodic Table of the Elements. Activity: Exploring the Periodic Table of the Elements 1. Using the Periodic Table, show students that each element has a name, a symbol (a two letter abbreviation), and an atomic number. 2. Show them how they can use the Periodic Table to learn about what phase of matter, solid, liquid, or gas, the element is most commonly found. 3. Discuss how the Periodic Table arranges the elements in order from smallest to largest. Hydrogen has only one proton and one electron and is the lightest element—and so it has an atomic number of one. Sulfur, has 16 protons, and an atomic number of 16. Mercury, has 80 protons, and has an atomic number of 80. 4. Ensure that the students understand the relationship between the atomic number of each element and the number of protons in that element (they are the same).	
Life Sciences:	2a. Students know many multicellular organisms have specialized structures	Students study four related transport systems that provide all the cells:	Science Notebooks FOSS Assessments

2. Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.	to support the transport of materials. 2b.Students know how blood circulates through the heart chambers, lungs, and body and how carbon dioxide (CO2) and oxygen (O2) are exchanged in the lungs and tissues. 2c. Students know the sequential steps of digestion and the roles of teeth and the mouth, esophagus, stomach, small intestine, large intestine, and colon in the function of the digestive system. 2d.Students know the role of the kidney in removing cellular waste from blood and converting it into urine, which is stored in the bladder. 2e. Students know how sugar, water, and minerals are transported in a vascular plant. 2f. Students know plants use carbon dioxide (CO2) and energy from sunlight to build molecules of sugar and release oxygen. 2g. Students know plant and animal cells break down sugar to obtain energy, a process resulting in carbon dioxide (CO2) and water (respiration).	water, food, gas exchange, and waste disposal. Photosynthesis Students will understand that plants manufacture their own food through photosynthesis, a process by which plants use energy from sun to produce sugar. Experiment - Stomata and Transpiration Materials: * Vaseline * Small Ziploc bag * Permanent marker * Sun or a light source * Live plant or plants Procedure 1. Label the four ziploc bags A, B, C, D with the permanent marker. 2. Coat the leaves with Vaseline according to the instructions below. When the leaves are coated, close the ziploc bags tightly with each coated leaf inside a bag. Leaf A: No Vaseline Leaf B: Vaseline on the top of the leaf Leaf C: Vaseline on the bottom of the leaf Leaf D: Vaseline on both sides 3. Make predictions about what will happen inside the ziplocs to each leaf. 4. Take the plant or plants outside or put underneath the light source. Leave for two to three hours. 5. Observe the plants and have students look closely at what happened inside the ziplocs. (They should have different levels of condensation on the inside of the	Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments

		bags.) Students will understand the structure and function of the circulatory, respiratory, digestive and excretory system are explored through a variety of multimedia activities.	
Earth Sciences 3 Water on Earth moves between the oceans and land through the processes of evaporation and condensation.	3a. Students know most of Earth's water is present as salt water in the oceans, which cover most of Earth's surface. 3b. Students know when liquid water evaporates, it turns into water vapor in the air and can reappear as a liquid when cooled or as a solid if cooled below the freezing point of water. 3c. Students know water vapor in the air moves from one place to another and can form fog or clouds, which are tiny droplets of water or ice, and can fall to Earth as rain, hail, sleet, or snow. 3d. Students know that the amount of fresh water located in rivers, lakes, under-ground sources, and glaciers is limited and that its availability can be extended by recycling and decreasing the use of water. 3 e. Students know the origin of the water used by their local communities.	Students measure and compare the amount of water in various settings. Students learn that different variables such as size affect rate of evaporation. Water 1: Water and Ice Purpose To explore what happens to water as it goes from solid to liquid and back again; to use observation, measurement, and communication skills to describe change. Water 2: Disappearing Water Purpose Students will observe the amount of water in an open container over time, and they will observe the amount of water in a closed container over time. Students will compare and contrast the sets of observations over time. Water 3: Melting and Freezing Purpose To explore what happens to the amount of different substances as they change from a solid to a liquid or a liquid to solid. Water Cycle Students will gain an understanding that the water you drink has been around for a long time. Over 71% of	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments

		the Earth is covered with water. (Source: http://ga.water.usgs.gov/edu/) That same water has gone through the water cycle many times. Since most of the Earth's water is in the oceans, this is a nice place to start when talking about the water cycle. 1. Water from the ocean (or any other water source) evaporates with the help of the sun. The water is turning into vapor. 2. The water vapor in the air gets cold, changes back into a liquid, and forms clouds. This is called condensation. 3. Gravity and other forces soon make the liquid water fall back to the Earth. This is called precipitation and comes in many forms: rain, hail, snow etc. 4. The water might fall on land and stay there as part of the surface water, such as in a lake or stream, or even freeze at the top of a mountain. 5. Water might flow down the mountain or within the stream and might even find its way back to the ocean. 6. Some of the water might seep into the ground and percolate through the soil. An adult tree can use as much as four full bathtubs of water everyday. The underground "water table" helps supply water to the plants and to the community who might pump the water from the ground. Experiment- Build Your Own Water Cycle Materials: * Jar * Plants	

		* Bottle cap or shell * Water * Soil * Sand * Small Rocks Procedure: 1. Fill the jar with rocks, then sand and then soil. 2. Add plants. 3. Fill shell or bottle cap with water and place inside. 4. Put the lid on, place in a sunny spot and watch the water cycle.	
4. Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.	4a. Students know uneven heating of Earth causes air movements (convection currents). 4b. Students know the influence that the ocean has on the weather and the role that the water cycle plays in weather patterns.	Students observe demonstration using soaked paper towels and open and closed containers to conduct experiments involving the effects of location, temperature, and surface area on evaporation.	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments

	4c. Students know the causes and effects of different types of severe weather. 4d. Students know how to use weather maps and data to predict local weather and know that weather forecasts depend on many variables. 4e. Students know that the Earth's atmosphere exerts a pressure that decreases with distance above Earth's surface and that at any point it exerts this pressure equally in all directions.		
5. The solar system consists of planets and other bodies that orbit the Sun in predictable paths.	5a. Students know the Sun, an average star, is the central and largest body in the solar system and is composed primarily of hydrogen and helium. 5b. Students know the solar system includes the planet Earth, the Moon, the Sun, eight other planets and their satellites, and smaller objects, such as asteroids and comets. 5c. Students know the path of a planet around the Sun is due to the gravitational attraction between the Sun and the planet.	Students work in pairs with a set of solar system cards with images and statistical information. Students use the cards to organize the planets into a model of a solar system. In the process, they create categories that help them understand characteristics of the solar system. Activity: Solar System The students will be creating a Hyperstudio Project that relates to the Solar System. The students will use available resources such as resource books, Internet, classroom textbooks, and other material to find out different information about each of the nine planets. After researching each planet and finding a few facts about each, the students will compile the information into short paragraphs. There will be a	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments

		separate paragraph for each planet. The students will create a Hyperstudio stack consisting of a home (title) card and a card for each planet. The students will add buttons to their cards to create it into a presentation. The students will print the cards and create a space booklet.	
Investigation and Experimentation 6. 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. .	Student will: 6a. Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria. 6b. Develop a testable question. 6c. Plan and conduct a simple investigation based on a student-developed question and write instructions others can follow to carry out the procedure. 6d. Identify the dependent and controlled variables in an investigation. 6e. Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment. 6f. Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations. 6g. Record data by using appropriate graphic representations (including	Investigation and Experimentation standards are addressed in every science unit throughout the year.	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments

	charts, graphs, and labeled diagrams) and make inferences based on those data. 6h. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion. 6i.Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions.		

Grade: 6	Core Curriculum: Science		
Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessment
Earth Science			
Plate Tectonics and Earth's Structure 1. Plate tectonics accounts for important features of Earth's surface and major geologic events.	1a. Students know evidence of plate tectonics is derived from the fit of the continents; the location of earthquakes, volcanoes, and midocean ridges; and the distribution of fossils, rock types, and ancient climatic zones. 1b. Students know Earth is composed of several layers: a cold, brittle lithosphere; a hot, convecting mantle; and a dense, metallic core. 1c. Students know lithospheric plates the size of continents and oceans move at rates of centimeters per year in response to movements in the mantle. 1d. Students know that earthquakes	Plate Tectonics Students will be able to: 1. Identify three types of faults. 2. Understand the difference between C-C, O-C, and O-O fault boundaries. 3. Describe plate conditions that are favorable for an earthquake. This unit focuses on the Plate Tectonics section from the 6 grade Core Knowledge Sequence. It explores earth's structure and the effect on its surface while providing hands-on activities. Students will investigate earth's surface in constant movement, the layers of the earth, convection currents, earthquakes and volcanoes.	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments

	are sudden motions along breaks in the crust called faults and that volcanoes and fissures are locations where magma reaches the surface. 1e. Students know major geologic events, such as earthquakes, volcanic eruptions, and mountain building, result from plate motions. 1f. Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics. 1g. Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.	Skill Objectives 1. Identify and label the earth's plates 2. Draw and label plate movement 3. Explain Wegener's theory that the continents were once joined 4. Piece together the continents to make Pangaea 5. Identify the layers of the earth and describe their properties 6. Predict how the mantle moves 7. Draw a diagram showing convection currents 8. Compare and contrast prediction to outcome 9. Illustrate and label the types of fault movement 10. Explain the types of stress that cause earthquakes 11. Draw and label the parts of an earthquake 12. Explain the three types of Seismic waves 13. Research types of volcanoes 14. Compare and Contrast types of volcanoes	
Shaping Earth's Surface 2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.	2a. Students know water running downhill is the dominant process in shaping the landscape, including California's landscape. 2b. Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns. 2c. Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along		Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments

	the coast by the action of waves. 2d. Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.		
Physical Science			
Heat 3. Heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.	3a. Students know energy can be carried from one place to another by heat flow or by waves, including water, light and sound waves, or by moving objects. 3b. Students know that when fuel is consumed, most of the energy released becomes heat energy. 3c. Students know heat flows in solids by conduction (which involves no flow of matter) and in fluids by conduction and by convection (which involves flow of matter). 3d. Students know heat energy is also transferred between objects by radiation (radiation can travel through space).		Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments
Energy in the Earth System 4. Many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.	4a. Students know the sun is the major source of energy for phenomena on Earth's surface; it powers winds, ocean currents, and the water cycle. 4b. Students know solar energy reaches Earth through radiation, mostly in the form of visible light. 4c. Students know heat from Earth's interior reaches the surface primarily through convection.		Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments

	4d. Students know convection currents distribute heat in the atmosphere and oceans. 4e. Students know differences in pressure, heat, air movement, and humidity result in changes of weather.		
Ecology(Life Sciences)			
5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment.	5a. Students know energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis and then from organism to organism through food webs. 5b. Students know matter is transferred over time from one organism to others in the food web and between organisms and the physical environment. 5c. Students know populations of organisms can be categorized by the functions they serve in an ecosystem. 5d. Students know different kinds of organisms may play similar ecological roles in similar biomes. 5e. Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.	Ecosystem Objectives: Students shall- 1) demonstrate an understanding of cycles and patterns in earth systems. 2) recognize characteristics of different major ecosystems of the world. Materials: Chalk/marker List of students' names placed in groups 6 slips of paper with a type of ecosystem on each one Procedure: (Introduction)- Introduce ecosystem as the day's lesson. - Ecosystem: a system made up of an ecological community and its environment especially under natural conditions. (Learning Activities)- Have students think back to the song. Begin with hole in the ground and illustrate each step on the board. Explain that the tree is it's own little ecosystem. - Inform students the tree actually part of a larger ecosystem called the Temperate Deciduous Forest. - Explain that there are 6 prominent types of ecosystems in the world -ask	Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments Evaluation: Students will share their ecosystem explaining the cycles and patterns of their specific ecosystem as well as the characteristics of that ecosystem. 1) Did students identify cycles and patterns in their specific ecosystem? 2) Did students identify specific characteristics?

		student's help in naming them and teacher lists them on the board. • rainforest, tundra, taiga, desert, grasslands, temperate forest (Conclusion) - Assign students to their groups and have them draw out an ecosystem to research as a group.	
Resources 6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.	6a. Students know the utility of energy sources is determined by factors that are involved in converting these sources to useful forms and the consequences of the conversion process. 6b. Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable. 6c. Students know the natural origin of the materials used to make common objects.		Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments
Investigation and Experimentation			
7. 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.	7a.Develop a hypothesis. 7b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data. 7c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.		Science Notebooks FOSS Assessments Common Formative assessments Projects Periodic Assessments Group Projects Individual Projects Experiments

	7d. Communicate the steps and results from an investigation in written reports and oral presentations. 7e. Recognize whether evidence is consistent with a proposed explanation. 7f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map. 7g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions). 7h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).		

Grade: Kindergarten – Physical Education: Scope and Sequence

APPENDIX 2a
Physical Education

Sequence of Skills	Standards Taught	Instructional Strategies, Resources and Approaches	Assessments
STANDARD 1 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	***Movement Concepts*** 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills. 1.2 Travel forward and sideways while changing direction quickly in response to a signal. 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills. 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations ***Body Management*** 1.5 Create shapes by using nonlocomotor movements. 1.6 Balance on one, two, three, four, and five body parts. 1.7 Balance while walking forward and sideways on a narrow, elevated surface. 1.8 Demonstrate the relationship of *under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of* by using the body and an object. ***Locomotor Movement*** 1.9 Perform a continuous log roll. 1.10 Travel in straight, curved, and zigzag pathways. 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns. ***Manipulative Skills*** 1.12 Strike a stationary ball or balloon with the hands, arms, and feet. 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice. 1.14 Kick a stationary object, using a simple kicking pattern. 1.15 Bounce a ball continuously, using two hands. *Rhythmic Skills* 1.16 Perform locomotor and nonlocomotor movements to a steady beat. 1.17 Clap in time to a simple, rhythmic beat.	• Cooperative Games • Fitness Fun • Fitness Fun & Testing • Beach Ball Fun • Fitness Challenge • Red Light, Green Light • Partner Throw and Catch • Jump Rope • Bunny Jumping • Basketball Dribbling • Sockball • Rhythm & Dance	• Teacher observation • Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Teachers may assess various skills in a variety of playground games.
STANDARD 2 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.	*Movement Concepts* 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways. 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important. *Body Management* 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes. 2.4 Explain base of support. *Locomotor Movement* 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop. *Manipulative Skills* 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet. 2.7 Identify the point of contact for kicking a ball in a straight line. 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.	• Body Motion • Simon Says • Cooperative Games • Role Play • Fitness Fun • Parachute Fun • Handball Throwing • Intro to Soccer Skills	• Compare and Contrasts • Observation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent
STANDARD 3 **Students assess and maintain a level of physical fitness to improve**	*Fitness Concepts* 3.1 Participate in physical activities that are enjoyable and challenging. *Aerobic Capacity* 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.	• Fitness Challenge • Fitness Fun & Testing • Endurance Play • Flex That Body • Simon Says	• Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Demonstrates Characteristics of Sharing

health and performance.	*Muscular Strength/Endurance* 3.3 Hang from overhead bars for increasing periods of time. 3.4 Climb a ladder, jungle gym, or apparatus. *Flexibility* 3.5 Stretch shoulders, legs, arms, and back without bouncing. *Body Composition* 3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. *Assessment* 3.7 Identify indicators of increased capacity to participate in vigorous physical activity.	• Climbing the Ladder • Cooperative Games	• Teacher assesses students by observing students' skills in a variety of playground games.
STANDARD 4 **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**	*Fitness Concepts* 4.1 Identify physical activities that are enjoyable and challenging. 4.2 Describe the role of water as an essential nutrient for the body. 4.3 Explain that nutritious food provides energy for physical activity. *Aerobic Capacity* 4.4 Identify the location of the heart and explain that it is a muscle. 4.5 Explain that physical activity increases the heart rate. 4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen. *Muscular Strength/Endurance* 4.7 Explain that strong muscles help the body to climb, hang, push, and pull. 4.8 Describe the role of muscles in moving the bones. *Flexibility* 4.9 Identify the body part involved when stretching. *Body Composition* 4.10Explain that the body is composed of bones, organs, fat, and other tissues.	• Name That Body Part • Literature Reading • Fitness Fun • Aerobics • Direct Instruction	• Observation • Class Participation • Written Assessment
STANDARD 5 **Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**	*Self-Responsibility* 5.1 Identify the feelings that result from participation in physical activity. 5.2 Participate willingly in physical activities. *Social Interaction* 5.3 Demonstrate the characteristics of sharing in a physical activity. 5.4 Describe how positive social interaction can make physical activity with others more fun. *Group Dynamics* 5.5 Participate as a leader and a follower during physical activities.	• Name That Body Part • Literature Reading • Fitness Fun • Aerobics • Direct Instruction	• Observation • Class Participation • Written Assessment

First Grade – Physical Education: Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
STANDARD 1 **Students demonstrate the motor skills and**	*Movement Concepts* 1.1 Demonstrate an awareness of personal space, general space, and boundaries while moving in different directions and at high, medium, and low levels in space.	• Cooperative Games • Fitness Fun • Fitness Fun & Testing	• Students personal assessments skills checklist (at school/home) • Partner assessments

movement patterns needed to perform a variety of physical activities.	1.2 Travel over, under, in front of, behind, and through objects and over, under, in front of, and behind partners, using locomotor skills. 1.3 Change speeds in response to tempos, rhythms, and signals while traveling in straight, curved, and zigzag pathways, using the following locomotor movements: walking, running, leaping, hopping, jumping, galloping, sliding, and skipping. 1.4 Change direction from forward and back and right and left in response to tempos, rhythms, and signals while walking, running, hopping, and jumping (i.e., locomotor skills). 1.5 Demonstrate the difference between slow and fast, heavy and light, and hard and soft while moving.	• Beach Ball Fun • Fitness Challenge • Red Light, Green Light • Partner Throw and Catch • Jump Rope • Bunny Jumping • Basketball Dribbling • Sockball • Rhythm & Dance	• Standards-based checklist • Demonstrates Characteristics of Sharing • Teacher assesses students by observing students' skills in a variety of playground games. • Scoring Rubric • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent
	Body Management 1.6 Balance oneself, demonstrating momentary stillness, in symmetrical and asymmetrical shapes using body parts other than both feet as a base of support. *Locomotor Movement* 1.7 Roll smoothly in a forward direction, without stopping or hesitating, emphasizing a rounded form. 1.8 Land on both feet after taking off on one foot and on both feet. 1.9 Jump a swinging rope held by others. *Manipulative Skills* 1.10 Demonstrate the underhand movement (throw) pattern. 1.11 Demonstrate the overhand movement (throw) pattern. 1.12 Demonstrate the two-handed overhead (throw) pattern. 1.13 Catch, showing proper form, a gently thrown ball. 1.14 Catch a self-tossed ball. 1.15 Catch a self-bounced ball. 1.16 Kick a rolled ball from a stationary position. 1.17 Kick a stationary ball, using a smooth, continuous running approach. 1.18 Strike a balloon upward continuously, using arms, hands, and feet. 1.19 Strike a balloon upward continuously, using a large, short-handled paddle. 1.20 Dribble a ball in a forward direction, using the inside of the foot. 1.21 Dribble a ball continuously with one hand. *Rhythmic Skills* 1.22 Create or imitate movement in response to rhythms and music.		
STANDARD 2 **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**	*Movement Concepts* 2.1 Identify the right and left sides of the body and movement from right to left and left to right. 2.2 Identify people/objects that are within personal space and within boundaries. *Body Management* 2.3 Identify the base of support of balanced objects. *Locomotor Movement* 2.4 Distinguish between a jog and a run, a hop and a jump, and a gallop and a slide and explain the key differences and similarities in those movements. *Manipulative Skills* 2.5 Identify examples of underhand and overhand movement patterns. 2.6 Explain that in the underhand throw, the position of the fingers at the moment of release can influence. 2.2.7 Explain that the nonthrowing arm and hand provide balance and can influence the direction a tossed object and a thrown object travel.	• Body Motion • Simon Says • Cooperative Games • Role Play • Fitness Fun • Parachute Fun • Handball Throwing • Intro to Soccer Skills	• Compare and Contrasts • Observation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent

	2.8 Explain that the point of release influences the direction of a tossed object and of a thrown object. 2.9 Describe the proper hand and finger position for catching a ball. 2.10 Demonstrate and explain how to reduce the impact force while catching an object. 2.11 Identify the placement of the nonkicking foot when kicking with a smooth, running approach. 2.12 Identify the location of the contact point to strike an object upward. 2.13 Determine and analyze how much force is needed to move the ball forward while dribbling with the hand and with the foot.		
STANDARD 3 **Students assess and maintain a level of physical fitness to improve health and performance.**	*Fitness Concepts* 3.1 Participate in physical activities that are enjoyable and challenging. *Aerobic Capacity* 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate. *Muscular Strength/Endurance* 3.3 Demonstrate, for increasing periods of time, a "v" sit position, a push-up position with arms extended, and a squat position. 3.4 Move from a sitting to a standing position and from a lying to a sitting position without using arms to brace oneself while on the floor. 3.5 Travel hand-over-hand along a horizontal ladder or hang from an overhead bar. *Flexibility* 3.6 Stretch arms, shoulders, back, and legs without hyper-flexing or hyper-extending the joints. *Body Composition* 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. *Assessment* 3.8 Identify and use two indicators of increased capacity for vigorous physical activity to measure a change in activity levels.	• Fitness Challenge • Fitness Fun & Testing • Endurance Play • Flex That Body • Simon Says • Climbing the Ladder • Cooperative Games	• Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Demonstrates Characteristics of Sharing • Teacher assesses students by observing students' skills in a variety of playground games. • Scoring Rubric • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent
STANDARD 4 Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance	*Fitness Concepts* 4.1 Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping. 4.2 Explain the importance of drinking water during and after physical activity. 4.3 Explain that nutritious food provides energy for alertness and mental concentration. *Aerobic Capacity* 4.4 Recognize that the heart is the most important muscle in the body and is approximately the size of a fist. 4.5 Explain that increasing the heart rate during physical activity strengthens the heart muscle. 4.6 Identify physical activities that cause the heart to beat faster. 4.7 Describe the role of blood in transporting oxygen from the lungs. *Muscular Strength/Endurance* 4.8 Explain that strengthening muscles will help prevent injury and that strong muscles will produce more force. 4.9 Discuss how prolonged physical activity increases endurance, allowing movement to occur for longer periods of time. *Flexibility* 4.10 Explain that the proper body position while stretching and strengthening will help prevent injury. 4.11 Diagram how flexible muscles allow more range of motion in physical activity. *Body Composition* 4.12 Identify the body components (e.g., bones, muscles, organs, fat, and other	• Name That Body Part • Literature Reading • Fitness Fun • Aerobics • Direct Instruction	• Observation • Class Participation • Written Assessment

	tissues).		
STANDARD 5 Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity	*Self-Responsibility* 5.1 Participate willingly in new physical activities. 5.2 Identify and demonstrate acceptable responses to challenges, successes, and failures in physical activity. *Social Interaction* 5.3 Demonstrate the characteristics of sharing and cooperation in physical activity. 5.4 Invite others to use equipment or apparatus before repeating a turn. *Group Dynamics* 5.5 Identify and demonstrate the attributes of an effective partner in physical activity. 5.6 Identify and demonstrate effective practices for working with a group without interfering with others	• Flexible Grouping • Cooperative Games • Dance	• Demonstrates Characteristics of Cooperation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent

Second Grade – Physical Education: Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
STANDARD 1 Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.	*Movement Concepts* 1.1 Move to open spaces within boundaries while traveling at increasing rates of speed. *Body Management* 1.2 Transfer weight from feet to hands and from hands to feet, landing with control. 1.3 Demonstrate balance on the ground and on objects, using bases of support other than both feet. 1.4 Create a routine that includes two types of body rolls (e.g., log roll, egg roll, shoulder roll, forward roll) *Locomotor Movement* 1.5 Jump for distance, landing on both feet and bending the hips, knees, and ankles to reduce the impact force. 1.6 Skip and leap, using proper form. *Manipulative Skills* 1.7 Roll a ball for distance, using proper form. 1.8 Throw a ball for distance, using proper form. 1.9 Catch a gently thrown ball above the waist, reducing the impact force. 1.10 Catch a gently thrown ball below the waist, reducing the impact force. 1.11 Kick a slowly rolling ball. 1.12 Strike a balloon consistently in an upward or forward motion, using a short-handled paddle. 1.13 Strike a ball with a bat from a tee or cone, using correct grip and side orientation. 1.14 Hand-dribble, with control, a ball for a sustained period. 1.15 Foot-dribble, with control, a ball along the ground. 1.16 Jump a rope turned repeatedly. *Rhythmic Skills* 1.17 Demonstrate a smooth transition between even-beat locomotor skills and uneven-beat locomotor skills in response to music or an external beat. 1.18 Perform rhythmic sequences related to simple folk dance or ribbon routines.	• Cooperative Games • Fitness Fun • Fitness Fun & Testing • Beach Ball Fun • Fitness Challenge • Red Light, Green Light • Partner Throw and Catch • Jump Rope • Bunny Jumping • Basketball Dribbling • Sockball • Rhythm & Dance	• Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Demonstrates Characteristics of Sharing • Teacher assesses students by observing students' skills in a variety of playground games. • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent

	1.19 Perform with a partner rhythmic sequences related to simple folk dance or ribbon routines.		
STANDARD 2 Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities**.**	*Movement Concepts* 2.1 Define *open space.* 2.2 Explain how to reduce the impact force of an oncoming object. *Body Management* 2.3 Explain the importance of a wide rather than a narrow base of support in balance activities. 2.4 Explain why one hand or foot is often preferred when practicing movement skills. *Locomotor Movement* 2.5 Compare and contrast locomotor movements conducted to even and uneven beats. *Manipulative Skills* 2.6 Identify opportunities to use underhand and overhand movement (throw) patterns. 2.7 Identify different opportunities to use striking skills. 2.8 Compare the changes in force applied to a ball and the ball speed when rolling a ball for various distances. 2.9 Explain key elements of throwing for distance. 2.10 Identify the roles of body parts not directly involved in catching objects. 2.11 Identify when to begin the kicking motion when kicking a slowly rolling ball. 2.12 Identify the different points of contact when striking a balloon upward and striking a balloon forward. 2.13 Explain the purpose of using a side orientation when striking a ball from a batting tee. 2.14 Differentiate the effects of varying arm and hand speeds when hand-dribbling a ball.	• Body Motion • Simon Says • Cooperative Games • Role Play • Fitness Fun • Parachute Fun • Handball Throwing • Intro to Soccer Skills	• Compare and Contrasts • Observation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice
STANDARD 3 **Students assess and maintain a level of physical fitness to improve health and performance.**	*Fitness Concepts* 3.1 Participate in enjoyable and challenging physical activities for increasing periods of time. *Aerobic Capacity* 3.2 Participate three to four times each week, for increasing periods of time, in moderate to vigorous physical activities that increase breathing and heart rate. *Muscular Strength/Endurance* 3.3 Perform abdominal curl-ups, modified push-ups, oblique curl-ups, forward and side lunges, squats, and triceps push-ups from a chair or bench to enhance endurance and increase muscle efficiency. 3.4 Traverse the overhead ladder one bar at a time. *Flexibility* 3.5 Demonstrate the proper form for stretching the hamstrings, quadriceps, shoulders, biceps, and triceps. *Body Composition* 3.6 Engage in moderate to vigorous physical activity for increasing periods of time. *Assessment* 3.7 Measure improvements in individual fitness levels.	• Fitness Challenge • Fitness Fun & Testing • Endurance Play • Flex That Body • Simon Says • Climbing the Ladder • Cooperative Games	• Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Demonstrates Characteristics of Sharing • Teacher assesses students by observing students' skills in a variety of playground games.
STANDARD 4 **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**	*Fitness Concepts* 4.1 Explain the fuel requirements of the body during physical activity and inactivity. 4.2 Describe the role of moderate to vigorous physical activity in achieving or maintaining good health. 4.3 Identify ways to increase time for physical activity outside of school. 4.4 Discuss how body temperature and blood volume are maintained during physical activity when an adequate amount of water is consumed. 4.5 Explain how the intensity and duration of exercise, as well as nutritional choices, affect fuel use during physical activity. *Aerobic Capacity* 4.6 Compare and contrast the function of the heart during rest and during physical	• Name That Body Part • Literature Reading • Fitness Fun • Aerobics • Direct Instruction	• Observation • Class Participation • Written Assessment

	activity. 4.7 Describe the relationship between the heart and lungs during physical activity. 4.8 Compare and contrast changes in heart rate before, during, and after physical activity. *Muscular Strength/Endurance* 4.9 Describe how muscle strength and muscle endurance enhance motor skill performance. 4.10 Identify muscles being strengthened during the performance of particular physical activities. 4.11 Identify which activities or skills would be accomplished more efficiently with stronger muscles. 4.12 Explain the role that weight-bearing activities play in bone strength. *Flexibility* 4.13 Identify the muscles being stretched during the performance of particular physical activities. 4.14 Explain why it is safer to stretch a warm muscle rather than a cold muscle. *Body Composition* 4.15 Describe the differences in density and weight between bones, muscles, organs, and fat.		
STANDARD 5 **Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**	*Self-Responsibility* 5.1 Participate in a variety of group settings (e.g., partners, small groups, large groups) without interfering with others. 5.2 Accept responsibility for one's own behavior in a group activity. *Social Interaction* 5.3 Acknowledge one's opponent or partner before, during, and after an activity or game and give positive feedback on the opponent's or partner's performance. 5.4 Encourage others by using verbal and nonverbal communication. 5.5 Demonstrate respect for self, others, and equipment during physical activities. 5.6 Demonstrate how to solve a problem with another person during physical activity. *Group Dynamics* 5.7 Participate positively in physical activities that rely on cooperation.	• Flexible Grouping • Cooperative Games • Dance	• Demonstrates Characteristics of Cooperation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent

Third Grade – Physical Education: Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
STANDARD 1 **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical**	*Movement Concepts* 1.1 Chase, flee, and move away from others in a constantly changing environment. *Body Management* 1.2 Perform an inverted balance (tripod) by evenly distributing weight on body parts. 1.3 Perform a forward roll. 1.4 Perform a straddle roll.	• Cooperative Games • Fitness Fun • Fitness Fun & Testing • Beach Ball Fun • Fitness Challenge • Relay Race	• Teacher observation • Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Teachers may assess various skills in a variety

activities.	*Locomotor Movement* 1.5 Jump continuously a forward-turning rope and a backward-turning rope. *Manipulative Skills* 1.6 Balance while traveling and manipulating an object on a ground-level balance beam. 1.7 Catch, while traveling, an object thrown by a stationary partner. 1.8 Roll a ball for accuracy toward a target. 1.9 Throw a ball, using the overhand movement pattern with increasing accuracy. 1.10 Throw and catch an object with a partner, increasing the distance from the partner and maintaining an accurate throw that can be easily caught. 1.11 Kick a ball to a stationary partner, using the inside of the foot. 1.12 Strike a ball continuously upward, using a paddle or racket. 1.13 Hand-dribble a ball continuously while moving around obstacles. 1.14 Foot-dribble a ball continuously while traveling and changing direction. *Rhythmic Skills* 1.15 Perform a line dance, a circle dance, and a folk dance with a partner.	• Partner Throw and Catch • Jump Rope • Fitness Fun • Basketball Dribbling • Sockball • Rhythm & Dance	of playground games. • Students will take a personal activity assessment survey (FITNESS Activity Questions)
STANDARD 2 **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**	*Movement Concepts* 2.1 Describe how changing speed and changing direction can allow one person to move away from another. *Manipulative Skills* 2.2 Explain and demonstrate the correct hand position when catching a ball above the head, below the waist, near the middle of the body, and away from the body. 2.3 Explain the difference between throwing to a stationary partner and throwing to a moving partner. 2.4 Identify the key elements for increasing accuracy in rolling a ball and throwing a ball. 2.5 Identify the differences between dribbling a ball (with the hand and the foot, separately) while moving forward and when changing direction. *Rhythmic Skills* 2.6 Define the terms *folk dance*, *line dance*, and *circle dance.* 2.7 Compare and contrast folk dances, line dances, and circle dances.	• Body Motion • Simon Says • Cooperative Games • Role Play • Fitness Fun • Parachute Fun • Handball Throwing • Soccer Skills	• Compare and Contrasts • Observation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent
STANDARD 3 Students assess and maintain a level of physical fitness to improve health and performance.	*Fitness Concepts* 3.1 Demonstrate warm-up and cool-down exercises. 3.2 Demonstrate how to lift and carry objects correctly. *Aerobic Capacity* *3.3* Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large muscle groups to increase breathing and heart rate. *Muscular Strength/Endurance* 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups with hands on a bench, forward lunges, side lunges, and triceps push-ups from a chair. 3.5 Climb a vertical pole or rope. *Flexibility* 3.6 Hold for an increasing period of time basic stretches for hips, shoulders, hamstrings, quadriceps, triceps, biceps, back, and neck. *Body Composition* 3.7 Sustain continuous movement for increasing periods of time while participating in	• Fitness Challenge • Fitness Fun & Testing • Endurance Play • Flex That Body • Simon Says • Climbing the Ladder • Cooperative Games	• Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Demonstrates Characteristics of Sharing • Teacher assesses students by observing students' skills in a variety of playground games.

	moderate to vigorous physical activity. *Assessment* 3.8 Measure and record improvement in individual fitness activities.		
STANDARD 4 **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance**	*Fitness Concepts* 4.1 Identify the body's normal reactions to moderate to vigorous physical activity. 4.2 List and define the components of physical fitness. 4.3 Explain the purpose of warming up before physical activity and cooling down after physical activity. 4.4 Recognize that the body will adapt to increased workloads. 4.5 Explain that fluid needs are linked to energy expenditure. 4.6 Discuss the need for oxygen and fuel to be available during ongoing muscle contraction so that heat and waste products are removed. *Aerobic Capacity* 4.7 Describe the relationship between the heart, lungs, muscles, blood, and oxygen during physical activity. 4.8 Describe and record the changes in heart rate before, during, and after physical activity. *Muscular Strength/Endurance* 4.9 Explain that a stronger heart muscle can pump more blood with each beat. 4.10 Identify which muscles are used in performing muscular endurance activities. 4.11 Name and locate the major muscles of the body. 4.12 Describe and demonstrate how to relieve a muscle cramp. 4.13 Describe the role of muscle strength and proper lifting in the prevention of back injuries. *Flexibility* 4.14 Identify flexibility exercises that are not safe for the joints and should be avoided. 4.15 Explain why a particular stretch is appropriate preparation for a particular physical activity. *Body Composition* 4.16 Differentiate the body's ability to consume calories and burn fat during periods of inactivity and during long periods of moderate physical activity.	• Name That Body Part • Literature Reading • Fitness Fun • Aerobics • Direct Instruction	• Observation • Class Participation • Written Assessment
STANDARD 5 **Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**	*Self-Responsibility* 5.1 Set a personal goal to improve a motor skill and work toward that goal in nonschool time. 5.2 Collect data and record progress toward mastery of a motor skill. 5.3 List the benefits of following and the risks of not following safety procedures and rules associated with physical activity. *Social Interaction* 5.4 Use appropriate cues for movement and positive words of encouragement while coaching others in physical activities. 5.5 Demonstrate respect for individual differences in physical abilities. *Group Dynamics* 5.6 Work in pairs or small groups to achieve an agreed-upon goal.	• Flexible Grouping • Cooperative Games • Dance	• Demonstrates Characteristics of Cooperation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent

Fourth Grade – Physical Education: Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
STANDARD 1 **Students demonstrate**	*Body Management* 1.1 Perform simple balance stunts with a partner while sharing a common base of	• Cooperative Games	• Teacher observation

the motor skills and movement patterns needed to perform a variety of physical activities.	support. 1.2 Change direction quickly to maintain the spacing between two players. 1.3 Change direction quickly to increase the spacing between two players. 1.4 Determine the spacing between offensive and defensive players based on the speed of the players. *Locomotor Movement* 1.5 Jump a self-turned rope. *Manipulative Skills* 1.6 Throw and catch an object with a partner while both partners are moving. 1.7 Throw overhand at increasingly smaller targets, using proper follow-through. 1.8 Throw a flying disc for distance, using the backhand movement pattern. 1.9 Catch a fly ball above the head, below the waist, and away from the body. 1.10 Kick a ball to a moving partner, using the inside of the foot. 1.11 Kick a stationary ball from the ground into the air. 1.12 Punt a ball dropped from the hands. 1.13 Strike, with a paddle or racket, a lightweight object that has been tossed by a partner. 1.14 Serve a lightweight ball to a partner, using the underhand movement pattern. 1.15 Strike a gently tossed ball with a bat, using a side orientation. 1.16 Keep a foot-dribbled ball away from a defensive partner. 1.17 Keep a hand-dribbled ball away from a defensive partner. 1.18 Manipulate an object by using a long-handled implement. 1.19 Stop a kicked ball by trapping it with the foot while standing still. 1.20 Volley a tossed lightweight ball, using the forearm pass. *Rhythmic Skills* 1.21 Perform a series of basic square-dance steps. 1.22 Perform a routine to music that includes even and uneven locomotor patterns.	• Fitness Fun • Fitness Fun & Testing • Beach Ball Fun • Fitness Challenge • Volleyball Action Fun • Partner Throw and Catch • Basketball Dribbling • Baseball Blast • Rhythm & Dance	• Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Teachers may assess various skills in a variety of playground games. • Students will take a personal activity assessment survey (FITNESS Activity Questions)
STANDARD 2 **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**	*Movement Concepts* 2.1 Explain the difference between offense and defense. 2.2 Describe ways to create more space between an offensive player and a defensive player. *Body Management* 2.3 Describe the appropriate body orientation to serve a ball, using the underhand movement pattern. 2.4 Describe the appropriate body orientation to strike a ball, using the forehand movement pattern. *Manipulative Skills* 2.5 Explain the similar movement elements of the underhand throw and the underhand volleyball serve. 2.6 Distinguish between punting and kicking and describe the similarities and differences. 2.7 Compare and contrast dribbling a ball without a defender and with a defender. 2.8 Explain the differences in manipulating an object when using a long-handled implement and when using a short-handled implement. 2.9 Identify key body positions used for volleying a ball. *Rhythmic Skills* 2.10 Design a routine to music that includes even and uneven locomotor patterns.	• Body Motion • Simon Says • Cooperative Games • Role Play • Fitness Fun • Parachute Fun • Handball Throwing • Soccer Skills	• Compare and Contrasts • Observation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent
STANDARD 3 **Students assess and maintain a level of physical fitness to improve health and performance**	*Fitness Concepts* 3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities. 3.2 Demonstrate the correct body position for pushing and pulling large objects. *Aerobic Capacity* 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity to	• Fitness Challenge • Fitness Fun & Testing • Endurance Play • Flex That Body • Simon Says • Climbing the Ladder • Cooperative Games	• Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Demonstrates Characteristics of Sharing • Teacher assesses students by observing students' skills in a variety of playground

	increase aerobic capacity. *Muscular Strength/Endurance* 3.4 Perform increasing numbers of each: abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, and triceps push-ups. 3.5 Hang by the hands from an overhead bar with the hips and knees each at a 90-degree angle. *Flexibility* 3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves. *Body Composition* 3.7 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity. *Assessment* 3.8 Measure and record changes in aerobic capacity and muscular strength, using scientifically based health-related physical fitness assessments. 3.9 Meet minimum requirements for health-related physical fitness, using scientifically based health related physical fitness assessments.		games.
STANDARD 4 **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**	*Fitness Concepts* 4.1 Identify the correct body alignment for performing lower-body stretches. 4.2 Explain the principles of physical fitness: frequency, intensity, time, and type. 4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores. 4.4 Identify healthful choices for meals and snacks that help improve physical performance. 4.5 Explain why the body needs water before, during, and after physical activity. 4.6 Explain why the body uses a higher percentage of carbohydrates for fuel during high intensity physical activity and a higher percentage of fat for fuel during low-intensity physical activity. 4.7 Explain the purpose of warm-up and cool-down periods. *Aerobic Capacity* 4.8 Calculate personal heart rate per minute by recording heartbeats for ten-second intervals and 15 second intervals. 4.9 Explain why a strong heart is able to return quickly to its resting rate after exertion. 4.10 Identify two characteristics of physical activity that build aerobic capacity. 4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion. *Muscular Strength/Endurance* 4.12 Describe the difference between muscular strength and muscular endurance. 4.13 Explain why muscular endurance or muscular strength activities do not increase muscle mass in preadolescent children. 4.14 Recognize how strengthening major muscles can improve performance at work and play. 4.15 Describe the correct form to push and pull heavy objects. *Flexibility* 4.16 Explain the value of increased flexibility when participating in physical activity. *Body Composition* 4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.	• Name That Body Part • Literature Reading • Fitness Fun • Aerobics • Direct Instruction	• Observation • Class Participation • Written Assessment
STANDARD 5 **Students demonstrate and utilize knowledge of psychological and**	*Self-Responsibility* 5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time. 5.2 Collect data and record progress toward attainment of a personal fitness goal.	• Flexible Grouping • Cooperative Games • Dance	• Demonstrates Characteristics of Cooperation • Performance Assessment • Rubric Scoring Table • Rubric:

sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.	5.3 Accept responsibility for one's own performance without blaming others. 5.4 Respond to winning and losing with dignity and respect. *Social Interaction* 5.5 Include others in physical activities and respect individual differences in skill and motivation. *Group Dynamics* 5.5 Accept an opponent's outstanding skill, use of strategies, or ability to work effectively with teammates as a challenge of physical fitness.		5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent

Fifth Grade – Physical Education: Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
STANDARD 1 **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**	*Body Management* 1.1 Perform simple small-group balance stunts by distributing weight and base of support. *Locomotor Movement* 1.2 Jump for height, using proper takeoff and landing form. 1.3 Jump for distance, using proper takeoff and landing form. *Manipulative Skills* 1.4 Enter, jump, and leave a long rope turned by others. 1.5 Throw a flying disc accurately at a target and to a partner, using the backhand movement pattern. 1.6 Throw and catch an object underhand and overhand while avoiding an opponent. 1.7 Field a thrown ground ball. 1.8 Punt a ball, dropped from the hands, at a target. 1.9 Stop a kicked ball by trapping it with the foot while moving. 1.10 Strike a dropped ball, with a racket or paddle, toward a target by using the forehand movement pattern. 1.11 Hit a softly tossed ball backhanded with a paddle or racket. 1.12 Strike a tossed ball, with different implements, from a side orientation. 1.13 Serve a lightweight ball over a low net, using the underhand movement pattern. 1.14 Dribble a ball (by hand or foot) while preventing another person from stealing the ball. 1.15 Dribble a ball and kick it toward a goal while being guarded. 1.16 Pass a ball back and forth with a partner, using a chest pass and bounce pass. 1.17 Volley a tossed ball to an intended location. *Rhythmic Skills* 1.18 Design and perform a creative dance, combining locomotor patterns with intentional changes in speed and direction. 1.19 Design and perform a routine to music that involves manipulation of an object.	• Cooperative Games • Fitness Fun • Fitness Fun & Testing • Beach Ball Fun • Fitness Challenge • Partner Throw and Catch • Basketball • Baseball Blast • Rhythm & Dance • Football Fun • Sizzling Soccer	• Teacher observation • Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Teachers may assess various skills in a variety of playground games. • Physical Fitness Test (Fitness Graham) • Framework evaluation • Students will take a personal activity assessment survey (FITNESS Activity Questions)
STANDARD 2 **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of**	*Movement Concepts* 2.1 Explain the importance of open space in playing sport-related games. 2.2 Explain the differences in applying and receiving force when jumping for height and distance. *Body Management* 2.3 Explain how to adjust body position to catch a ball thrown off-center. *Manipulative Skills*	• Body Motion • Simon Says • Cooperative Games • Role Play • Fitness Fun • Parachute Fun • Handball Throwing	• Compare and Contrasts • Observation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery

physical activities	2.4 Identify the following phases for striking a ball: preparation, application of force, follow-through, and recovery. *Rhythmic Skills* 2.5 Design a routine to music, changing speed and direction while manipulating an object.	• Intro to Soccer Skills	3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent
STANDARD 3 **Students assess and maintain a level of physical fitness to improve health and performance**	*Fitness Concepts* 3.1 Demonstrate how to warm up muscles and joints before running, jumping, kicking, throwing, and striking. 3.2 Plan a day of healthful balanced meals and snacks designed to enhance the performance of physical activities. *Aerobic Capacity* 3.3 Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities at the appropriate intensity for increasing aerobic capacity. *Muscular Strength/Endurance* 3.4 Perform an increasing number of oblique curl-ups on each side. 3.5 Perform increasing numbers of triceps push-ups. *Flexibility* 3.6 Perform flexibility exercises that will stretch particular muscle areas for given physical activities. *Body Composition* 3.7 Sustain continuous movement for an increasing period of time while participating in moderate to vigorous physical activities. *Assessment* 3.8 Assess health-related physical fitness by using a scientifically based health-related fitness assessment. 3.9 Meet age- and gender-specific fitness standards for aerobic capacity, muscular strength, flexibility, and body composition, using a scientifically based health-related fitness assessment.	• Fitness Challenge • Fitness Fun & Testing • Endurance Play • Flex That Body • Simon Says • Climbing the Ladder • Cooperative Games • Urban and Camp Games	• Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Demonstrates Characteristics of Sharing • Teacher assesses students by observing students' skills in a variety of playground games. • Scoring Rubric • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent
STANDARD 4 **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.**	*Fitness Concepts* 4.1 Record and analyze food consumption for one day and make a plan to replace foods with healthier choices and adjust quantities to enhance performance in physical activity. 4.2 Explain why dehydration impairs temperature regulation and physical and mental performance. 4.3 Develop and describe three short-term and three long-term fitness goals. 4.4 Examine personal results of a scientifically based health-related physical fitness assessment and identify one or more ways to improve performance in areas that do not meet minimum standards. 4.5 Explain the elements of warm-up and cool-down activities. 4.6 Record water intake before, during, and after physical activity. 4.7 Describe the principles of training and the application to each of the components of health-related physical fitness. *Aerobic Capacity* 4.8 Identify the heart rate intensity (target heart-rate range) that is necessary to increase aerobic capacity. 4.9 Determine the intensity of personal physical activity, using the concept of perceived exertion. 4.10 Compare target heart rate and perceived exertion during physical activity. 4.11 Measure and record the heart rate before, during, and after vigorous physical activity. 4.12 Explain how technology can assist in the pursuit of physical fitness. *Muscular Strength/Endurance*	• Name That Body Part • Literature Reading • Fitness Fun • Aerobics • Direct Instruction • Compare & Contrast • Goal Making • Relay Races • Heart Monitoring	• Observation • Class Participation • Written Assessment • Culmination Project

	4.13 Explain the benefits of having strong arm, chest, and back muscles. *Flexibility* 4.14 Explain the benefits of stretching after warm-up activities. *Body Composition* 4.15 Explain why body weight is maintained when calorie intake is equal to the calories expended. 4.16 Describe the short- and long-term benefits of maintaining body composition within the healthy fitness zone.		
STANDARD 5 **Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**	*Self-Responsibility* 5.1 Improve the level of performance on one component of health-related physical fitness and one identified motor skill by participating in fitness and skill development activities outside school. 5.2 Work toward a long-term physical activity goal and record data on one's progress. 5.3 Distinguish between acts of physical courage and physically reckless acts and explain the key characteristics of each. 5.4 Act in a safe and healthy manner when confronted with negative peer pressure during physical activity. *Social Interaction* 5.5 Contribute ideas and listen to the ideas of others in cooperative problem-solving activities. 5.6 Acknowledge orally the contributions and strengths of others. *Group Dynamics* 5.7 Accommodate individual differences in others' physical abilities in small-group activities. 5.8 Appreciate physical games and activities reflecting diverse heritages.	• Flexible Grouping • Cooperative Games • Dance • Multicultural Games	• Demonstrates Characteristics of Cooperation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent

Sixth Grade – Physical Education: Scope and Sequence

Sequence of Skills	Standards Taught	Instructional Materials, Strategies, and Approaches	Assessments
STANDARD 1 **Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.**	*Manipulative Skills* 1.1 Volley an object repeatedly with a partner, using the forearm pass. 1.2 Strike a ball continuously against a wall and with a partner, using a paddle for the forehand stroke and the backhand stroke. 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height. 1.4 Strike an object consistently, using an implement, so that the object travels in the intended direction at the desired height. 1.5 Dribble and pass a ball to a partner while being guarded. 1.6 Throw an object accurately and with applied force, using the underhand, overhand, and sidearm movement (throw) patterns. *Rhythmic Skills* 1.7 Perform folk and line dances. 1.8 Develop, refine, and demonstrate routines to music. *Combinations of Movement Patterns and Skills* 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities.	• Cooperative Games • Fitness Fun • Fitness Fun & Testing • Beach Ball Fun • Fitness Challenge • Partner Throw and Catch • Basketball • Baseball Blast • Rhythm & Dance • Football Fun • Sizzling Soccer	• Teacher observation • Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Teachers may assess various skills in a variety of playground games. • Students will take a personal activity assessment survey (FITNESS Activity Questions)

	1.10 Combine motor skills to play a lead-up or modified game. 1.11 Design and perform smooth, flowing sequences of stunts, tumbling, and rhythmic patterns that combine traveling, rolling, balancing, and transferring weight.		
STANDARD 2 **Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.**	*Movement Concepts* 2.1 Explain how to increase force based on the principles of biomechanics. 2.2 Explain how impact force is reduced by increasing the duration of impact. 2.3 Analyze and correct errors in movement patterns. 2.4 Provide feedback to a partner to assist in developing and improving movement skills. 2.5 Identify practices and procedures necessary for safe participation in physical activities. *Manipulative Skills* 2.6 Explain the role of the legs, shoulders, and forearm in the forearm pass. 2.7 Identify the time necessary to prepare for and begin a forehand stroke and a backhand stroke. 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact. 2.9 Identify opportunities to pass or dribble while being guarded. *Rhythmic Skills* 2.10 Identify steps and rhythm patterns for folk and line dances. 2.11 Explain how movement qualities contribute to the aesthetic dimension of physical activity. *Combination of Movement Patterns and Skills* 2.12 Develop a cooperative movement game that uses locomotor skills, object manipulation, and an offensive strategy and teach the game to another person.	• Body Motion • Simon Says • Cooperative Games • Role Play • Fitness Fun • Parachute Fun • Handball Throwing • Intro to Soccer Skills	• Compare and Contrasts • Observation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent
STANDARD 3 **Students assess and maintain a level of physical fitness to improve health and performance.**	3.1 Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment. 3.2 Compare individual physical fitness results with research-based standards for good health. 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition). 3.4 Participate in moderate to vigorous physical activity a minimum of four days each week. 3.5 Measure and evaluate changes in health-related physical fitness based on physical activity patterns. 3.6 Monitor the intensity of one's heart rate during physical activity.	• Fitness Challenge • Fitness Fun & Testing • Endurance Play • Flex That Body • Simon Says • Climbing the Ladder • Cooperative Games • Urban and Camp Games	• Students personal assessments skills checklist (at school/home) • Partner assessments • Standards-based checklist • Demonstrates Characteristics of Sharing • Teacher assesses students by observing students' skills in a variety of playground games. • Scoring Rubric • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent
STANDARD 4 **Students demonstrate knowledge of physical fitness concepts, principles, and strategies to**	4.1 Distinguish between effective and ineffective warm-up and cool-down techniques. 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each	• Name That Body Part • Literature Reading • Fitness Fun • Aerobics	• Observation • Class Participation • Written Assessment • Culmination Project

improve health and performance	component of health-related physical fitness. 4.3 Identify contraindicated exercises and their adverse effects on the body. 4.4 Classify physical activities as aerobic or anaerobic. 4.5 Explain methods of monitoring heart rate intensity. 4.6 List the long-term benefits of participation in regular physical activity. 4.7 Compile and analyze a log noting the food intake/calories consumed and energy expended through physical activity.	• Direct Instruction • Compare & Contrast • Goal Making • Relay Races • Heart Monitoring	
STANDARD 5 **Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.**	*Self-Responsibility* 5.1 Participate productively in group physical activities. 5.2 Evaluate individual responsibility in group efforts. *Social Interaction* 5.3 Identify and define the role of each participant in a cooperative physical activity. *Group Dynamics* 5.4 Identify and agree on a common goal when participating in a cooperative physical activity. 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.	• Flexible Grouping • Cooperative Games • Dance • Multicultural Games	• Demonstrates Characteristics of Cooperation • Performance Assessment • Rubric Scoring Table • Rubric: 5 = Advanced 4 = Mastery 3 = Proficient 2 = Progressing 1 = Practice Encouraged 0 = Attempt Refused Blank = Absent

APPENDIX 2a
Health

Scope and Sequence – Health

"The March 2008 *Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve* provides guidance on the essential skills and knowledge that students should have at each grade level. Health education standards are to be achieved by all students in kindergarten and grades one through twelve. To enhance the quality and depth of health instruction, some health content areas are not recommended for every grade level. Districts are encouraged to add content areas for additional grade levels depending on local health priorities.

The health education standards represent **minimum** requirements for comprehensive health education. Local educational agencies (LEAs) that accept federal Title IV Safe and Drug-Free Schools and Communities funds or state Tobacco-Use Prevention Education funds are required to comply with all assurances and conditions associated with the acceptance of such funds." — California State Framework for Health Education

With adequate instruction and sustained effort, students will achieve the health standards. Some students with special needs may require appropriate learning strategies, accommodations, adaptations, and modifications to meet the standards. At B/C PIE, decisions about how best to teach the standards are left to the SLC.

The chart below summarizes the minimum recommended grade-level assignments for each of the six content areas. The K-6 scope and sequence for health includes only the essential concepts, standard 1. Year 1 to year 5, teachers will work collaboratively to design curriculum that address the remaining standards 2-8, where applicable.

Grade-Level Emphasis	*Nutrition and Physical Activity*	*Growth, Development, and Sexual Health*		*Injury Prevention and Safety*	*Alcohol, Tobacco, and Other Drugs*	*Mental, Emotional, and Social Health*	*Personal and Community Health*
		Development and Growth	*Sexual Health*				
Kindergarten	√			√	√	√	√
Grade 1		√		√			√
Grade 2	√				√	√	
Grade 3		√				√	√
Grade 4	√			√	√		
Grade 5	√	√	√				√
Grade 6				√	√	√	

Grade Kindergarten: Scope and Sequence – Health			
Overview	**Standards**	**Instructional Strategies and Material**	**Assessment**
Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**Nutrition and Physical Activity** 1.1.N Name a variety of healthy foods and explain why they are necessary for good health. 1.2.N Identify a variety of healthy snacks. 1.3.N Describe the benefits of being physically active. 1.4.N Recognize the importance of a healthy breakfast.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) - Common Formative Assessments

Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**Injury Prevention and Safety** 1.1.S Describe characteristics of safe and unsafe places. 1.2.S Identify labels of products that give information about cautions and dangers. 1.3.S Discuss the meaning of basic safety-related signs, symbols, and warning labels. 1.4.S Identify safety hazards in the home, at school, and in the community. 1.5.S Identify ways to reduce risk of injuries at home, at school, and in the community. 1.6.S Explain the importance of telling an adult if someone is in danger or being bullied. 1.7.S Distinguish between appropriate and inappropriate touching. 1.8.S Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags. 1.9.S Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon. 1.10.S Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing	**Instructional M12aterials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support	**Assessment:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

		a safety belt).		
	1.11.S	Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.		
	1.12.S	Define simple conflict resolution techniques.		
	1.13.S	Identify refusal skills when in personal-safety situations (e.g., use a clear "no" statement, walk or run away, change subject, delay).		

Second Grade- Health Scope and Sequence

Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**Mental, Emotional, and Social Health** 1.1.M Identify a variety of emotions. 1.2.M Describe the characteristics of families. 1.3.M Identify trusted adults at home and at school. 1.4.M Describe characteristics that make each individual unique. 1.5.M Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry."	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) - Common Formative Assessments

Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**Alcohol, Tobacco, and other Drugs** 1.1.A Explain why medicines are used. 1.2.A Explain that medicines can be helpful or harmful. 1.3.A Recognize that medicines should be taken only under the supervision of a trusted adult. 1.4.A Recognize that some household products are harmful if ingested or inhaled. 1.5.A Recognize that tobacco smoke is harmful to health and should be avoided.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) - Common Formative Assessments

Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	Personal and Community Health 1.1.P Identify effective dental and personal hygiene practices. 1.2.P Describe sun-safety practices. 1.3.P Define "germs." 1.4.P Explain why the transmission of germs may be harmful to health. 1.5.P Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

Grade One: Scope and Sequence – Health			
Overview	**Standards**	**Instructional Strategies and Material**	**Assessment**
Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**Growth and Development** 1.1.G Describe how living things grow and mature. 1.2.G Identify anatomical names of major internal and external body parts. 1.3.G Identify a variety of behaviors that promote healthy growth and development. 1.4.G Describe how members of a family have various roles, responsibilities, and individual needs.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) - Common Formative Assessments

Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**Injury Prevention and Safety** 1.1.S Describe characteristics of safe and unsafe places. 1.2.S Identify labels of products that give information about cautions and dangers. 1.3.S Discuss the meaning of basic safety-related signs, symbols, and warning labels. 1.4.S Identify safety hazards in the home, at school, and in the community. 1.5.S Identify ways to reduce risk of injuries at home, at school, and in the community. 1.6.S Explain the importance of telling an adult if someone is in danger or being bullied. 1.7.S Distinguish between appropriate and inappropriate touching. 1.8.S Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags. 1.9.S Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon. 1.10.S Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support Parent/Community Connections	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**Mental, Emotional, and Social Health** 1.1.M Identify a variety of emotions. 1.2.M Describe the characteristics of families. 1.3.M Identify trusted adults at home and at school. 1.4.M Describe characteristics that make each individual unique. 1.5.M Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry."		**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments
Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	Personal and Community Health 1.1.P Explain the importance of effective dental and personal hygiene practices. 1.2.P Identify the importance of sun safety. 1.3.P Discuss the importance of preventing the transmission of germs. 1.4.P Identify ways to prevent the transmission of communicable diseases. 1.5.P Describe symptoms of some	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative

		common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, influenza). 1.6.P Explain the difference between communicable diseases and non-communicable diseases. 1.7.P Discuss how individual behavior affects the environment and community. 1.8.P Identify materials that can be reduced, reused, or recycled. 1.9.P Identify emergency situations (e.g., injuries, abductions, fires, floods, earthquakes).	- Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support Parent/Community Connections	Assessments

Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**Nutrition and Physical Activity:** 11.1.N Classify various foods into appropriate food groups. 1.2.N Identify the number of servings of food from each food group that a child needs daily. 1.3.N Discuss the benefits of eating a nutritious breakfast every day. 1.4.N List the benefits of healthy eating (including beverages and snacks). 1.5.N Describe the benefits of drinking water in amounts consistent with current research-based health guidelines. 1.6.N Describe how to keep food safe from harmful germs. 1.7.N Identify a variety of healthy snacks. 1.8.N Identify and explore opportunities outside of school for regular participation in physical activity. 1.9.N Explain how both physical activity and eating habits can affect a person's health.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Activities Include: Internet research on CDC current illnesses and diseases. Conduct scientific experiments;	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** *Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	.1.A Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs). 1.2.A Explain why household products are harmful if ingested or inhaled. 1.3.A Identify that a drug is a chemical that changes how the body and brain work. 1.4.A Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances. 1.5.A Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines. 1.6.A Identify rules for taking medicine at school and at home. 1.7.A Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., use a clear "no" statement, walk or run away, change subject, delay). .1.M Describe a variety of emotions. 1.2.M Explain what it means to be	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Appropriate Children's Literature	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

Standard 1: **Essential Health Concepts** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	emotionally or mentally healthy. 1.3.M Explain the importance of talking with parents or trusted adults about feelings. 1.4.M Identify changes that occur within families. 1.5.M Identify characteristics of a responsible family member. 1.6.M Identify feelings and emotions associated with loss or grief. 1.7.M Discuss how to show respect for similarities and differences between and among individuals and groups. 1.8.M List healthy ways to express affection, love, friendship, and concern. 1.9.M Identify positive and negative ways of dealing with stress. 1.10.M Describe how to work and play cooperatively. 1.11.M Identify the positive ways that peers and family members show support, care, and appreciation for one another. 1.12.M Describe the characteristics of a trusted friend and adult.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Appropriate Children's Literature	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

Grade Three: Scope and Sequence – Health			
Overview	**Standards**	**Instructional Strategies and Material**	**Assessment**
Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**<u>Growth and Development</u>** 1.1.G Describe the cycle of birth, growth, aging, and death in living things. 1.2.G Recognize that there are individual differences in growth and development. 1.3.G Identify major internal and external body parts and their functions.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Activities Include: Design a healthy eating menu; share unhealthy eating habits; create a food pyramid w/ photos; Harvest of the Month cooking and dining.	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) - Common Formative Assessments

Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**<u>Alcohol, Tobacco, and Other Drugs</u>** 1.1.A Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs). 1.2.A Explain why household products are harmful if ingested or inhaled. 1.3.A Identify that a drug is a chemical that changes how the body and brain work. 1.4.A Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances. 1.5.A Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines. 1.6.A Identify rules for taking medicine at school and at home. 1.7.A Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., use a clear "no" statement, walk or run away, change subject, delay).	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Activities Include: Red Ribbon Week Projects; Too Good for Drugs; DARE activities; 2nd Step activities	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments
Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related	**<u>Mental, Emotional, and Social Health</u>** 1.1.M Describe a variety of emotions. 1.2.M Explain what it means to be emotionally or mentally healthy. 1.3.M Explain the importance of talking with parents or trusted adults about feelings. 1.4.M Identify changes that occur within families. 1.5.M Identify characteristics of a	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:**	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science

behaviors and for selecting appropriate health products and services.	responsible family member. 1.6.M Identify feelings and emotions associated with loss or grief. 1.7.M Discuss how to show respect for similarities and differences between and among individuals and groups. 1.8.M List healthy ways to express affection, love, friendship, and concern. 1.9.M Identify positive and negative ways of dealing with stress. 1.10.M Describe how to work and play cooperatively. 1.11.M Identify the positive ways that peers and family members show support, care, and appreciation for one another. 1.12.M Describe the characteristics of a	- Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections **Activities Include: 2nd Step Program and Role Play Core literature readings; mood painting**	experiment involving health concepts) Common Formative Assessments

Grade Four: Scope and Sequence – Health			
Overview	**Standards**	**Instructional Strategies and Material**	**Assessment**
Essential Health Concepts **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed	**Nutrition and Physical Activity** 1.1.N Identify and define key nutrients and their functions. 1.2.N State the recommended number of servings and serving sizes for different food groups. 1.3.N Describe the relationship between food intake, physical activity, and good health. 1.4.N Identify how to keep food safe	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science

decisions about health-related behaviors and for selecting appropriate health products and services.	through proper food preparation and storage. 1.5.N Explain how food can contain germs that cause illness. 1.6.N Explain the importance of drinking plenty of water, especially during vigorous physical activity. 1.7.N Describe the benefits of moderate and vigorous physical activity. 1.8.N Identify ways to increase and monitor physical activity	**Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	experiment involving health concepts) - Common Formative Assessments

Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**<u>Alcohol, Tobacco, and Other Drugs</u>** 11.1.A Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including inhalants. 1.2.A Identify ways to cope with situations involving alcohol, tobacco, and other drugs. 1.3.A Explain the differences between medicines and illicit drugs. 1.4.A Identify family and school rules about alcohol, tobacco, and drug use. 1.5.A Explain why individual reactions to alcohol and drug use may vary.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments
Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**<u>Injury Prevention and Safety</u>** 1.1.S Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet. 1.2.S Identify behaviors that may lead to conflict with others. 1.3.S Describe the different types of bullying and harassment. 1.4.S Examine the effects of bullying and harassment on others. 1.5.S Identify basic safety guidelines associated with weather-related	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

	emergencies and natural disasters (e.g., floods, earthquakes, and tsunamis). 1.6.S Identify disaster preparedness procedures at home, at school, and in the community. 1.7.S Describe ways to seek assistance if worried, abused, or threatened. 1.8.S Explain the dangers of having weapons at school, at home, and in the community. 1.9.S Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities. 1.10.S Define a gang and how it is different from a club, sports team, or clique. 1.11.S Describe the dangers of gang activity. 1.12.S Identify positive alternatives to gang activity. 1.13.S Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags. 1.14.S Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets). 1.15.S Explain what to do if someone is poisoned (e.g., by household cleaning or paint products): call 9-1-1, a poison control center, or other local	- Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Appropriate Children's Literature **Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Appropriate Children's Literature	

	emergency number. 1.16.S Identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls. 1.17.S Identify ways to prevent vision and hearing damage. 1.18.S Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior. 1.19.S Demonstrate escape strategies for cases of inappropriate touching.		

Grade Five: Scope and Sequence – Health			
Overview	**Standards**	**Instructional Strategies and Material**	**Assessment**
<u>Essential Health Concepts</u> **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and	**<u>Nutrition and Physical Activity</u>** 1.1.N Describe the food groups, including recommended portions to eat from each food group. 1.2.N Identify key components of the "Nutrition Facts" labels. 1.3.N Explain the relationship between the intake of nutrients and metabolism. 1.4.N Explain why some food groups have a greater number of recommended portions than other food groups. 1.5.N Describe safe food handling and	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) - Common Formative

services.		preparation practices.	- Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	Assessments
	1.6.N	Differentiate between more-nutritious and less-nutritious beverages and snacks.		
	1.7.N	Explain the concept of eating in moderation.		
	1.8.N	Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.		
	1.9.N	Explain how good health is influenced by healthy eating and being physically active.		
	1.10.N	Describe how physical activity, rest, and sleep are related.		
	1.11.N	Identify physical, academic, mental, and social benefits of regular physical activity.		

Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**<u>Growth, Development, and Sexual Health</u>** 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death. 1.2.G Explain the structure, function, and major parts of the human reproductive system. 1.3.G Identify the physical, social, and emotional changes that occur during puberty. 1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). 1.5.G Describe how HIV is and is not transmitted. 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles. 1.7.G Recognize that everyone has the right to establish personal boundaries. 1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

	1.9.G Explain that puberty and physical development can vary considerably and still be normal. 1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).		
Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**<u>Personal and Community Health</u>** 1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing). 1.2.P Explain how viruses and bacteria affect the immune system and impact health. 1.3.P Describe how environmental conditions affect personal health. 1.4.P Describe the personal hygiene needs associated with the onset of puberty. 1.5.P Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings). 1.6.P Explain that all individuals have a responsibility to protect and preserve the environment.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Appropriate Children's Literature	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

Grade Six: Scope and Sequence – Health

Overview	Standards	Instructional Strategies and Material	Assessment
Essential Health Concepts **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**Injury Prevention and Safety** 1.1.S Explain methods to reduce conflict, harassment, and violence. 1.2.S Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth. 1.3.S Describe the risks of gang involvement. 1.4.S Examine disaster preparedness plans for the home and school. 1.5.S Examine the risks of possessing a weapon at home, at school, and in the community. 1.6.S Examine safety procedures when using public transportation and traveling in vehicles. 1.7.S Discuss safety hazards related to Internet usage. 1.8.S Describe hazards related to sun, water, and ice. 1.9.S Describe how the presence of weapons increases the risk of serious violent injuries.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) - Common Formative Assessments

Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**<u>Alcohol, Tobacco, and Other Drugs</u>** 1.1.A Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications. 1.2.A Identify positive alternatives to alcohol, tobacco, and other drug use. 1.3.A Differentiate between the use and misuse of prescription and nonprescription medicines. 1.4.A Identify the benefits of a tobacco-free environment. 1.5.A Explain the dangers of secondhand smoke. 1.6.A Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain. 1.7.A Identify the effects of alcohol, tobacco, and other drug use on physical activity.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments
Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.**	**<u>Mental, Emotional, and Social Health</u>** 1.1.M Describe the signs, causes, and health effects of stress, loss, and depression. 1.2.M Summarize feelings and emotions associated with loss and grief. 1.3.M Discuss how emotions change	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs.	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	during adolescence. 1.4.M Describe the importance of being aware of one's emotions. 1.5.M Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases. 1.6.M Explain why getting help for mental, emotional, and social health problems is appropriate and necessary. 1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. 1.8.M Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse). 1.9.M Discuss the harmful effects of violent behaviors.	- Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Appropriate Children's Literature	- Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

Grade Six: Scope and Sequence – Health			
Overview	**Standards**	**Instructional Strategies and Material**	**Assessment**
<u>Essential Health Concepts</u> **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the	**<u>Injury Prevention and Safety</u>** 1.1.S Explain methods to reduce conflict, harassment, and violence. 1.2.S Describe basic first aid and emergency procedures, including those for accidental	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts	- Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations

relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	loss of or injuries to teeth. 1.3.S Describe the risks of gang involvement. 1.4.S Examine disaster preparedness plans for the home and school. 1.5.S Examine the risks of possessing a weapon at home, at school, and in the community. 1.6.S Examine safety procedures when using public transportation and traveling in vehicles. 1.7.S Discuss safety hazards related to Internet usage. 1.8.S Describe hazards related to sun, water, and ice. 1.9.S Describe how the presence of weapons increases the risk of serious violent injuries.	- SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	- Embedded assessments in science (i.e. science experiment involving health concepts) - Common Formative Assessments

Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.** ***Rationale:*** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	**<u>Alcohol, Tobacco, and Other Drugs</u>** 1.1.A Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications. 1.2.A Identify positive alternatives to alcohol, tobacco, and other drug use. 1.3.A Differentiate between the use and misuse of prescription and nonprescription medicines. 1.4.A Identify the benefits of a tobacco-free environment. 1.5.A Explain the dangers of secondhand smoke. 1.6.A Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain. 1.7.A Identify the effects of alcohol, tobacco, and other drug use on physical activity.	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs. - Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities - Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments
Standard 1: **<u>Essential Health Concepts</u>** **All students will comprehend essential concepts related to enhancing health.**	**<u>Mental, Emotional, and Social Health</u>** 1.1.M Describe the signs, causes, and health effects of stress, loss, and depression. 1.2.M Summarize feelings and emotions associated with loss and grief. 1.3.M Discuss how emotions change	**Instructional Materials:** - California State Framework for Science - LAUSD State Adopted Core Programs - Macmillian/McGraw-Hill "Health and Wellness" - Harvest of the Month Program - Second Step, - Culturally and Linguistically Responsive Education - Too Good For Drugs.	**Assessments:** - Teacher-created quizzes, tests, writing prompts - Teacher observation - Project-based activities

Rationale: Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.	during adolescence. 1.4.M Describe the importance of being aware of one's emotions. 1.5.M Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases. 1.6.M Explain why getting help for mental, emotional, and social health problems is appropriate and necessary. 1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. 1.8.M Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse). 1.9.M Discuss the harmful effects of violent behaviors.	- Character Counts - SLC curriculum designed materials **Instructional Strategies include:** - Role Playing - Collaborative Learning - Use of Graphic Organizers (Foldables) - Note Taking and Journaling - Technology Tools - Interdisciplinary approach - Small group work - SDAIE - Compare and Contrast - Vocabulary strategies and support - Parent/Community Connections Appropriate Children's Literature	- Student created digital stories and presentations - Embedded assessments in science (i.e. science experiment involving health concepts) Common Formative Assessments

Visual and Performing Arts Curriculum Overview by Grade Level

Dance –

- Kindergarten: Dancers use their bodies, minds, and feelings.
- Grade One: Dancing is about discovery.
- Grade Two: Dance brings people and ideas together.
- Grade Three: Dance builds knowledge through exploration.
- Grade Four: Dance is a valuable means of human expression.
- Grade Five: Dance communicates meaning.
- Grade Six: Dance is experienced through our daily lives.

Theater –

- Kindergarten: We use our imaginations in drama.
- Grade One: Everyone has a story to tell.
- Grade Two: We tell stories through theatre.
- Grade Three: Theatre helps us understand the world around us.
- Grade Four: Theatre has a rich history in California.
- Grade Five: Unique styles have developed in American theatre.
- Grade Six: Theatre is integral to every culture.

Music –

- Kindergarten: Music is all around us.
- Grade One: Music brings people together.
- Grade Two: Music tells us about the world.
- Grade Three: Music involves inquiry.
- Grade Four: Music tells us about history.
- Grade Five: Music is a pathway to understanding.
- Grade Six: Music played a role in ancient civilizations.

Visual Arts –

- Kindergarten: Art is all around us
- Grade One: Art tells us about the world.
- Grade Two: Art expresses ideas.
- Grade Three: Daily life inspires artists.
- Grade Four: Artists create art based on life experiences.
- Grade Five: Art is a reflection of culture.
- Grade Six: Art is used to influence viewers and change personal preferences.

LAUSD Arts Instructional Guide Themes/Concepts

Dance Focus

The curriculum is standards-based and sequential, focusing on developmentally appropriate movement and dance experiences for students K-6. It provides opportunities for students to explore the elements of dance (body, space, time, and energy), to improvise, create, perform, and to critically assess their work and the work of others. Dance is also explored in its cultural and historical context, as it relates and connects to other art forms and subjects, and in terms of its real life applications.

Theatre Focus

The curriculum is standards-based and sequential, focusing on acquiring and mentally interpreting information from the senses. It provides opportunities for students to explore the elements of theatre, to improvise, create, perform, write, design, stage, and critically assess their work and the work of others. Theatre is also explored in its cultural and historical context, as it relates and connects to other art forms and subjects, and in terms of its real life applications. Theatre allows a community to tell its stories.

Music Focus

The curriculum is standards-based and sequential, focusing on expressing themselves as developing musicians by singing, playing instruments, moving, notating, and composing music. It provides opportunities for students to explore the elements of music, to sing, improvise, create, play, write, read, move, and critically assess their work and the work of others. Music is also explored in its cultural and historical context, as it relates and connects to other art forms and subjects, and in terms of its real life applications.

Visual Arts Focus

The curriculum is standards-based and sequential, focusing on communicating ideas and expressing the values of different cultures. It provides opportunities for students to explore the elements of visual arts (composition, line, shape and form, space, color, and texture), to improvise, create, draw, and design works of art. Students compare and contrast universal concepts, develop abstract reasoning, understand nuance and irony, and critically assess their work and the work of others. Visual Arts is also explored in its cultural and historical context, as it relates and connects to other art forms and subjects, and in terms of its real life applications.

APPENDIX 2c

Pyramid of Intervention and Instruction

Sample Instructional Models of RtI^2 for ELA and Math

Language Arts Instruction is Inclusive through the use of Response to Intervention and Instruction (RtI^2)

"Implementing instructional practices based on the most current scientific reading research is key to ensuring achievement for all learners" (CORE, 2008). In order to facilitate the varying needs of all learners, we will use a systematic three-level model for reading instruction. Level 1 will provide quality, researched-based instruction for all students, Level 2 will provide strategic supplemental intervention for students needing additional support, and Level 3 will provide intensive and sustained intervention for individual students who are significantly behind their peers. Assessment data (e.g., universal screening, progress monitoring, and diagnostic) will drive the instruction at each tier. "Each instructional [level] is intended to support teachers in implementing research-based practices at levels of fidelity designed to improve student achievement" (National Association of State Directors of Special Education, 2006).

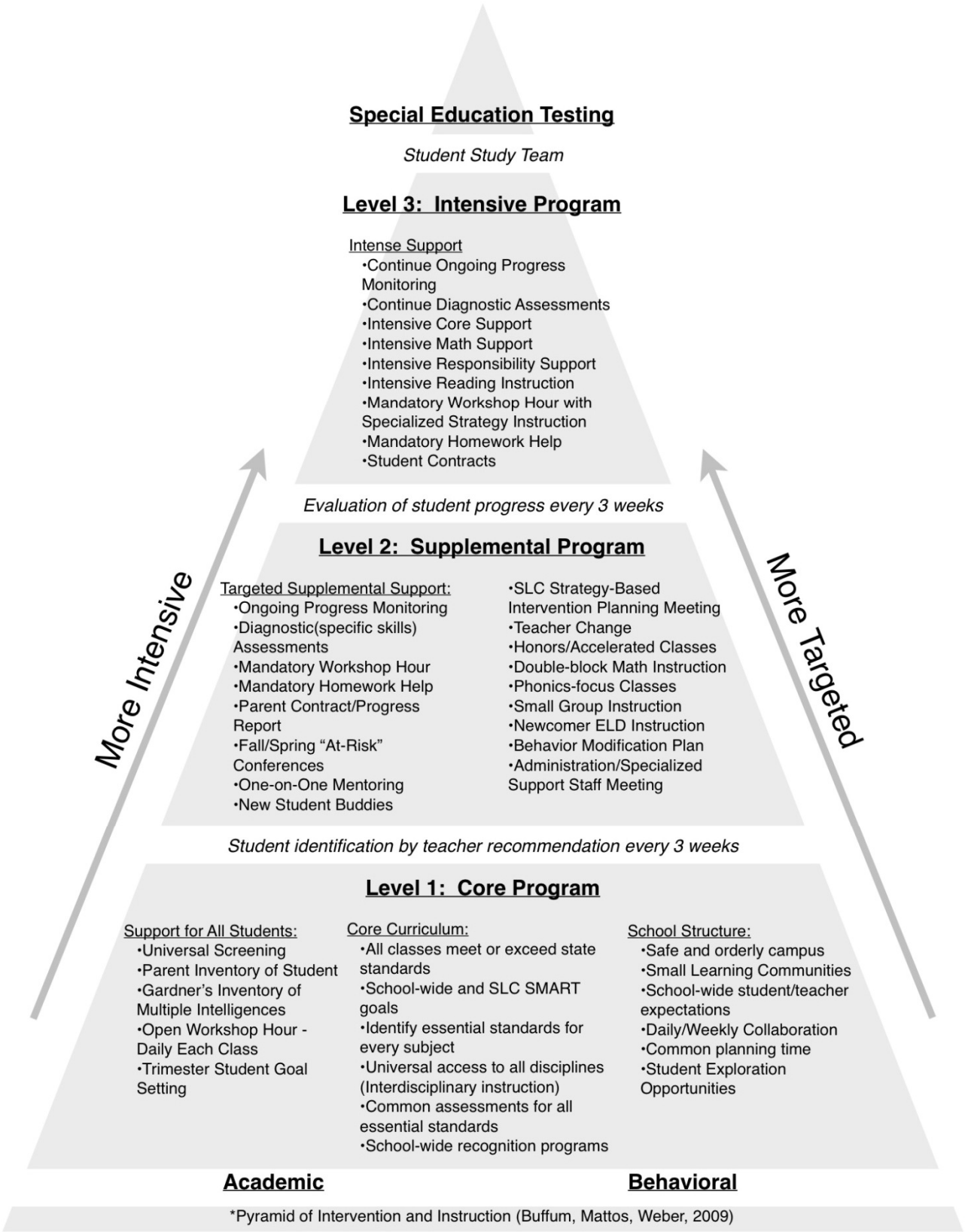
One major area of focus in Level 1 is to ensure that all students become proficient readers that "use their schema to make sense of new information as they read and to store that new information with related information in memory. To this end, students will learn to capitalize on six types of schema when comprehending text and learning new materials" (Keene, 2008):

- Memories from particular experiences that shed light on the events, characters, etc. in a book (text-to-self connections)
- Specific knowledge about a topic; general world knowledge (text-to-world connections)
- Specific knowledge about text topics, themes, content, structure, and organization (text-to-text connections)
- Their knowledge of potential obstacles to comprehension (particularly in nonfiction text or text with completely unfamiliar content)
- Knowledge about their own reading tendencies, preferences, and styles
- Specific knowledge about the author/illustrator and the tools he or she uses to create meaning

Mathematics

- All students need access to the same content but differentiation of the instruction should be based on how much support different students need (Cotton, 2001). Research also shows that students learn best when instruction is designed to accommodate diverse types of learners (Fillmore and Meyer, 1996).
- Working in their small learning communities, teachers at B/C PIE will meet daily to discuss, review, and plan for instruction as well as for student learning. Collaboratively, teachers will be able to prepare individual learning plans for students of all learning level. Based on student assessments or classroom observations, teachers can group and plan appropriate strategies for supporting students according to those who are on grade level (benchmark), near grade level (strategic) and below grade level (intensive).
- Providing individual student conferences and work time would take place during the workshop part of the daily schedule. However, as our teachers come together to share their best teaching practices or to discuss the successes of their students (during any part of the curricula day), individual teachers will have ideas for specific strategies for interventions or enrichment to incorporate successfully in their classroom. For some students, it may be providing extra time to complete an activity while others, such as intentional-non-learners, may need motivation and particular support. In addition to the instructional strategies previously mentioned, teachers can implement some of the following strategies for the diverse learners as well as for all students in general education.

Pyramid of Intervention and Instruction



*Pyramid of Intervention and Instruction (Buffum, Mattos, Weber, 2009)

Description of GATE models

Model 1 -- Team-Taught Cluster
Consists of two or more teachers working as a team with flexible grouping and regrouping strategies in core subjects: math, social studies, language arts, and science. Schools offering a program for students in visual and performing arts would offer advanced-level experiences.

Model 2 -- Full Day
Consists of clusters in elementary school (class period in middle or senior high school, usually designated as Honors or Advanced Placement) and are composed of (1) identified gifted students, (2) students who are being screened for recommendation, (3) students who are recommended for continued screening and advanced instruction.

Model 3 -- Self-Contained
Consists of all identified gifted students with an emphasis on acceleration and a continuous progress that is appropriate to individual needs, i.e., highly gifted or individualized honors programs.

Description of Strategies

1. Making Connections (Harvey/Goudvis, 2000)
   Text-to-Self, Text-to-Text, Text-to-World

2. Questioning (Harvey/Goudvis, 2000)
   Construct meaning, enhance understanding, find answers, solve problems, find specific information, acquire a body of information, discover new information, propel research efforts, clarify confusion

3. Visualizing (Harvey/Goudvis, 2000)
   Allow readers to create mental images from words in the text, enhances meaning with mental imagery, links past experiences to the words and ideas in the text, enables readers to place themselves in the story, strengthens a reader's relationship to the text, stimulates imaginative thinking, heightens engagement with text, brings joy to reading

4. Making Inferences (Harvey/Goudvis, 2000)
   Draw conclusions based on clues in the text, Make predictions before and during reading, Surface Underlying themes, Use implicit information from the text to create meaning during and after reading, Use the pictures to help gain meaning

5. Determining Importance (Harvey/Goudvis, 2000)
   Remember important information, Learn new information and build background knowledge, Distinguish what's important from what's interesting, Discern a theme/opinion/perspective, Answer a specific question, Determine if the author's message is to inform/persuade/entertain

6. Synthesizing Information (Harvey/Goudvis, 2000)
   Stop and collect their thoughts before reading on, Sift important ideas from less important details, Summarize the information by briefly identifying the main point, Combine these main points into a larger concept or bigger idea, Making generalizations about the information they read, Make judgments about the information they read, Personalize their reading by integrating new information with existing knowledge to form a new idea/opinion/perspective

Marzano/Pickering/Pollack (2001), and Hill/Flynn (2006) have done extensive research for English and English Language Learner (ELL) student achievement using access strategies. Their strategies consist of:

1. Setting Content and Language Objectives and Proving Feedback (Marzano/Pickering/Pollack, 2001, Hill/Flynn, 2006)

- Language forms and vocabulary will develop as students study areas of interest.
- Motivation plays a key role in learning complex language structures.
- Teachers can activate and build on students' prior knowledge in the content area.
- Language structure and form should be learned in authentic contexts rather than through contrived drills in language workbooks

2. Nonlinguistic Representations (Marzano/Pickering/Pollack, 2001, Hill/Flynn, 2006)

- Bring Realia into the lesson
- Conduct demonstrations
- Use films, videotapes, audiobooks with books

- Hands on activities
- Use graphic organizers to represent knowledge
- Use symbolic representations, such as pictures, pictographs, maps, and diagrams
- Teachers should help students generate mental pictures
- Make physical models
- Engage students in kinesthetic activities in which they represent knowledge using physical movement.

3. Cues, Questions, and Advanced Organizers (Marzano/Pickering/Pollack, 2001, Hill/Flynn, 2006)
   - Cues and questions should focus on what is important rather than what is unusual
   - Higher-level questions produce deeper learning than lower-level questions
   - Waiting at least three seconds before accepting responses from students increase the depth of answers.
   - Questions are effective even before a lesson begins.
   - Use explicit cues to access prior knowledge
   - Ask questions that elicit inferences
   - Use analytic questions
   - Use expository advance organizers because they describe new content that will be introduced
   - Use narrative advanced organizers to let students know what they are going to be learning in a story format.
   - Use skimming before reading as a form of advanced organizer

4. Cooperative Learning (Marzano/Pickering/Pollack, 2001, Hill/Flynn, 2006)
   - Begin with team-building exercises in creating a supportive classroom (Kagan and McGroarty, 1993)
   - They allow for the repetition of key words and phrases
   - They require functional, content-relevant speech
   - They are feedback-rich
   - They can greatly reduce student anxiety.
   - Use a variety of criteria for grouping students
   - Manage group size
   - Combine cooperative learning groups with other types of classroom instruction, as students also need time to practice skills on their own

5. Summarizing and Note Taking (Marzano/Pickering/Pollack, 2001, Hill/Flynn, 2006)
   - Teach students the rule-based summarizing strategy (keeping, deleting, and substituting information)
   - Use summary frames (narrative, topic-restriction-illustration, argumentation, problem/solution, conversation, and definition)
   - Instruct students in reciprocal teaching as an aid to understanding expository text (summarizing, questioning, clarifying, and predicting)
   - Give students teacher-prepared notes
   - Teach students a variety of note-taking formats
   - Use combination notes (linguistic and non-linguistic formats)

6. Homework and Practice (Marzano/Pickering/Pollack, 2001, Hill/Flynn, 2006)

- The amount of homework should increase as they progress from elementary to high school
- Parental involvement in homework should be minimal
- The purpose of homework should be identified and articulated
- Feedback should be provided on homework assignments.
- Establish and communicate a homework policy
- Design homework assignments that clearly articulate the purpose and outcome
- Feedback should be varied

7. Reinforcing Effort and Providing Recognition (Marzano/Pickering/Pollack, 2001, Hill/Flynn, 2006)
   - Explicitly teach students the importance of effort
   - Track effort and achievement
   - Rewards do not necessarily have a negative effect on intrinsic motivation
   - Rewards are most effective when they are contingent upon the attainment of some standard of performance
   - Abstract recognition (e.g., praise) is more effective in improving performance than are tangible rewards (e.g., candy, stickers)
   - Personalize recognition
   - Use the pause-prompt-praise strategy
   - Use concrete symbols of recognition for performance goals

8. Generating and Testing Hypotheses (Marzano/Pickering/Pollack, 2001, Hill/Flynn, 2006)
   - Teachers should use a variety of tasks that emphasize generating and testing hypotheses and conclusions
   - Tasks for generating and testing hypotheses include complex reasoning processes including: decision making, problem solving, invention, experimental inquiry, historical investigation, and systems analysis

9. Identifying Similarities and Differences (Marzano/Pickering/Pollack, 2001, Hill/Flynn, 2006)
   - Teacher directed and modeled activities identifying similarities and differences using different methods
   - Begin with familiar topics when modeling
   - Use graphic organizers to represent the similarities and differences
   - Guide students through the process of identifying similarities and differences
   - Students should independently identify similarities and differences
   - When students represent similarities and differences in graphic or symbolic form, it enhances their ability to identify and understand similarities and differences.
   - There are four different forms of identifying similarities and differences: comparing, classifying, creating analogies, and creating metaphors

The American Psychological Association has developed research-based strategies for creating Culturally Relevant and Responsive Classroom. Our staff will focus on improving their knowledge and practice in the following strategies:

1. Culturally Responsive Environments (Shade, Kelly, Oberg, 1997)
    - Using color and design
    - Create a "Welcome Center" where students can share the foods
    - Provide a variety of multimedia to listen to music
    - Plan opportunities for students to express creativity
    - Build on previous experiences from the students' individual cultures
    - Design space with tables and desks so that the majority of students' time is spent in cooperative learning
    - Involve students in the planning of your room arrangements
    - Position your desk so that you send a message of collaboration rather than authority
    - Plan long-term and short-term interest centers

2. Stylistically Responsive Instructional Strategies (Shade, Kelly, Oberg, 1997)
    - Cooperative Learning
    - K-W-L
    - Group Investigation
    - Advanced Organizers

3. Culturally Connected Instructional Strategies (Shade, Kelly, Oberg, 1997)
    - Call-and-Response
    - Imagery/Visual Thinking
    - Affirmations
    - KIVA Process
    - Mnemonics/Accelerated Learning
    - Storytelling

SDAIE Strategies will also be used as necessary with our second language learner. SDAIE/sheltered methodology, borrowed from ELD/ESL strategies, emphasizes the concept of comprehensible input - very simply, making concepts, academic language, and text understood by the learner. This is accomplished through the use of many strategies including:

- Realia (real objects and materials)
- Manipulatives (drawings, posters, brainstorming-clusters, graphs, tables, maps, props, multimedia presentations, storyboards, storymaps)
- Visuals (study-prints, text book-illustrations, overhead-projected prints, reproductions of paintings, and documents)
- Graphic Organizers (matrices, Venn diagrams, and webs)
- Planned opportunities for interaction between all individuals in the classroom (creating a skit and acting it out, co-operative learning, collaborative learning, and student-generated stories based on personal experiences)

The Individuals with Disabilities Education Improvement Art (IDEIA) 2004 require that all students with disabilities have access to and achievement in the core curriculum. Whenever possible, students with disabilities are learning in the least restrictive environment. Many of the research-, evidence-based strategies listed above that support students without disabilities, also supports students with disabilities. Additional strategies (LAUSD-EMIG) are listed below:

- Scaffold instruction

- Use of mnemonics, pictures or manipulatives to support retention of concepts
- Small chunks of instruction interspersed with opportunities for guided practice
- Variations in instructional groupings
- Use of small incremental steps in instruction or presentations
- Use of appropriate assisted technologies

Library Media Strategy

The school library media program will be an integral part of the school curriculum. It will also provide a means for the exploration of ideas. The school library media program will provide a wide variety of resources and information that challenges the educational needs and interests of students. Materials are selected to meet a wide range of individual learning styles. The school library media center will create a place where students may explore more fully subjects that interest them, expand their imagination, and increase the ability to think clearly, critically, and creatively about the resources they have chosen to read, hear, or view. (American Association of School Librarians, 1990)

The school library media center will provide a setting where students develop skills they will need as adults to locate, analyze, evaluate, interpret, and communicate information and ideas in a technology-based, information-rich world. Students are encouraged to realize their potential as informed citizens who think critically and solve problems, to observe rights and responsibilities relating to the generation and flow of information and ideas, and to appreciate the value of literature in an educated society. (AASL, 1990)

The school library media program serves all members of the community. The collection includes materials to meet the needs of all learners, including the gifted, as well as the reluctant readers, the mentally, physically, and emotionally impaired, and those from a diversity of backgrounds. The school library media program strives to maintain a diverse collection, to include all forms of media, that represents various points of view on current and historical issues, as well as a wide variety of areas of interest to all individuals served. (AASL, 1990)

In 2009, AASL revised the mission of the school library media program (SLMP) to reflect the expanding responsibilities of the school library media specialist (SLMS) in helping learners develop the skills needed to be successful in work and in life in the twenty-first century the revised mission statement states, "The mission of the school library media program is to ensure that students and staff are effective users of ideas and information." We believe in the same mission, therefore, our "school library media program (SLMP) will empower students to be

- critical thinkers,
- enthusiastic readers,
- skillful researchers,
- technologically savvy
- and ethical users of information." (*Empowering Learners: Guidelines for School Library Media Programs, 2009*)

Students with Disabilities

1. Use manipulatives; hands-on activities; act out a math problem
2. Use routines; Use small grouping;
3. Teach "conspicuous" math strategies (neither too broad or too specific) for conducting math operations and solving problems (Montague, 1998).
4. Use leveled math centers/games. Change the content of the games but keep same rules-
5. Use color coding and other visual aids including number lines and grid paper;
6. Use memory aids; mnemonics; math foldables
7. Provide study buddy; mentor; cross grade level tutors

8. Provide lined paper used vertically to organize large numbers
9. Focus on essential concepts and provide practice and review on laminated card stock.
10. Provide pre-teaching; use technology to introduce or reinforce the math.

Instructional Strategies for Teachers of English Language Learners:

1. Use think "alouds" and allow students to "pair-share-think"
2. Have students work in pairs first, then in small group interactions
3. Model the use of and explicitly teach the academic language of math
4. Provide opportunities for students to listen to others verbally their understanding of the math
5. Use songs, chants, rhymes to memorize rote facts
6. Use dance and movement
7. Make connections to what students know
8. Provide wait time for students
9. Understand students' backgrounds in order to make the math curriculum culturally relevant by drawing on the knowledge and resources of students' homes and communities.
10. Use technology to help students explore the math

Gifted Learners

1. Provide students opportunities to delve deeper into math concepts
2. Ask open-ended questions to advance their thinking (What if's?)
3. Provide leveled center activities and enrichment games
4. Skip text book independent practice and provide alternate assignments or independent projects (curriculum compacting)
5. Include more complex task for cooperative group work

- The first element involves schools creating a systematic coherent program that focuses on the big ideas of each subject taught (Wiggins, McTeague 1998). "Students learn about these big ideas through exposure to a series of endearing and supporting understandings that create and overall intellectual and cognitive structure for the content, a structure that can span multiple courses and grade levels but that is revisited by students each time a new course within that area is taught" (Conley, D.T. (2007) Redefining college readiness, Volume 3. Eugene, OR: Educational Policy Improvement Center).
- The second key cognitive strategies should be developed over a sequentially more challenging progression throughout the years in school.
- The third is the academic program should be structured so that the students are required to start assuming more responsibility for critiquing their own work and rewriting or modifying the work before submitting their work. Teachers gradually release the responsibility for the learning and students begin goal setting and self reflection.
- Goal setting and identification of the things necessary to achieve them
- **<u>Key Cognitive Strategies:</u>**
- Key cognitive strategies are the foundation that enables students to learn content from a range of disciplines. Key cognitive strategies are patterns of intellectual behavior that lead to the development of mental process and capabilities necessary for college-level work (Conley, D.T. (2007) Redefining college readiness, Volume 3. Eugene, OR: Educational Policy Improvement Center). The specific key cognitive strategies referenced are shown to be closely related to college success: intellectual openness, inquisitiveness, analysis, reasoning, argumentation, proof, interpretation, precision and accuracy, and problem solving.
- <u>Academic Knowledge and Skills:</u> key cognitive strategies and content

- Over-aching Academic Skills: writing and research
- Core Academic Subject Knowledge and Skills: English, Math, Science, Social Studies, World Language, and the Arts.
- **Academic Behaviors**: consist largely of self-awareness, self-monitoring and self-control. These are distinguished form key cognitive strategies by the fact that they tend to be independent of a particular content area.

- Personalized Education Plan: A Personalized Education Plan (P.E.P) is developed for each child based on the results from a pre-test, a parent questionnaire and a teacher survey. The P.E.P is a tailor made prescription that is utilized as a road map to guide instruction. It is developed by highly skilled educators aimed at addressing students' individual needs in order to improve academic performance. The P.E.P utilizes best practices in education though activities and lessons that incorporate numerous teaching methodologies aimed at targeting academic weaknesses to ensure progress. The PEP aims to challenge student to work harder and smarter by designing a program that matches their individual academic goals. The PEP is a way to help students learn that early choices are important and that they take into account their personalities and what ways they learn best. The PEP developed for each child will demonstrated a sustained and mutually respectful relationship where every student is well known by a group of educators who educators who advise/advocate for them and work closely with them and their families over time. The small learning community size of between 200 -330 students is appropriate to the vision and mission of the school culture. A meeting with the parent/guardian will take place to explain the P.E.P in detail prior to implementation.

Personalized Education Plan

PERSONAL DATA: Full Name_____ Birthdate___/___/___

LANGUAGE CLASSIFICATION: EO/IFEP/RFEP/LEP: ELD LVL:___

Teacher_____ Grade____ University/Room #_____

Number of Siblings	Name of Siblings	Age	Grade	Teacher
CST Scores	ELA	MATH	SCIENCE	Action Plan
2009				
CST Goals:			Actions to support goal:	
20__				
20__				
Short Term Goals			Actions to support goal:	
Multiple Intelligences	Preferred	Learning Modality	Teaching Strategies	Interests

- Gardner ’s Multiple Intelligences: Teacher’s will have students complete a Multiple Intelligences Inventory which will be used to determine students’ interest and used in conjunction with the PEP.

  Multiple Intelligences Inventory: Student

Name: _____ Date: _____

Teacher:_____ Grade:_____

Multiple Intelligences Inventory: Student

Section 8			
1. . I enjoy going to the zoo.	No	Sort of	Yes
2. I like to work in the garden.			
3. I have pets and take care of them.			
4. I enjoy growing plants from seeds.			
5. I like to play with ant farms.			
6. I enjoy taking hikes.			
7. I play in the front or backyard a lot.			
8. I collect rocks, shells, leaves, or other natural objects.			
9. I enjoy camping.			
10. I enjoy going to natural history museums.			

Name:_____ Date: _____

Teacher:_____ Grade:_____

Multiple Intelligences Inventory: Student

Section 1			
1. I have books of my own that are special to me.	No	Sort of	Yes
2. I'm really good at crossword puzzles, word searches, or word games like Scrabble or Boggle.			
3. Reading and Language are easier for me than Math			
4. When I ride in a car, I like to read the signs rather than just look out at the view.			
5. I like to talk about books that I have read.			
6. I like to write stories, poems, or letters.			
7. I like to tell jokes and stories.			
8. I like to read books in my free time.			
9. I am a good speller.			
10. I like to say tongue-twisters, like "Peter Piper picked a peck of pickled peppers."			

Name: _____ Date: _____

Teacher:_____ Grade:_____

Multiple Intelligences Inventory: Student

Section 2			
1. Math is one of my favorite subjects in school.	No	Sort of	Yes
2. I'm really good at games like checkers, chess, Battleship, or Mastermind.			
3. I think that my brain works a lot like a computer.			
4. I wonder a lot about how things work.			
5. It's usually easy for me to figure out why some project went wrong.			
6. I feel that everything has its place, and I like it best when everything is in its place.			
7. I can do math problems in my head very fast.			
8. I think computers are great.			
9. I collect something, and I like to keep my collection neat and in order.			
10. I like to organize my desk or my room at home.			

Name: _____ Date: _____

Teacher:_____ Grade:_____

Multiple Intelligences Inventory: Student

Section 7			
1. Sometimes I can just "feel it" before it happens.	No	Sort of	Yes
2. I know what's best for me and I don't like it when someone tells me what to do.			
3. Some people think I'm a "loner" because I rather work by myself.			
4. I have a special hobby or interest that I don't tell too many people about.			
5. I have a diary or private journal that I write in.			
6. I want to have a business of my own opinions and ideas and I don't mind telling others what they are.			
7. I feel strongly about my own opinions and ideas and I don't mind telling others what they are.			
8. I work better by myself than in a group.			
9. I'm very different from most kids my age.			
10. I know when I'm in a good or bad mood and when I've done the right or wrong.			

Name: _____ Date: _____

Teacher:_____ Grade:_____

Multiple Intelligences Inventory: Student

Section 4			
1. Some people say I have a good singing voice.	No	Sort of	Yes
2. I have tapes or CDs.			
3. I can play a musical instrument.			
4. My life would be missing something important without music.			
5. Sometimes I can't get a song or tune out of my head.			
6. I can keep a beat with music.			
7. I know lots of different songs.			
8. I often sing songs or hum while I work or do something.			
9. I listen to music on the radio, or I play my tapes or CDs, every day.			
10. It's easier for me to study or do my homework if music is playing.			

Name: _____ Date: _____

Teacher:_____ Grade:_____

Multiple Intelligences Inventory: Student

Section 5			
1. I like to get some exercise (ride my bike or skateboard, run) or play a sport every day if I can.	No	Sort of	Yes
2. It's hard for me to sit still for very long.			
3. I like working with my hands and doing things like crafts, making things with Legos, or building models.			
4. I like to go outside whenever I have free time.			
5. I like scary movies and fast, scary rides at Disneyland, Magic Mountain, Knott's Berry Farm, or the fair.			
6. I learn how to do something faster if I get to practice it, instead of just having someone show me or tell me.			
7. I'm really good in sports and P.E.			
8. I often move, tap, or fidget when I am at my desk.			
9. I like to act and be on stage.			
10. I love to take things apart and put them back together again.			

Name: _____ Date: _____

Teacher:_____ Grade:_____

Multiple Intelligences Inventory: Student

Section 6			
1. I like sports with teams better than one-person sports like golf or tennis.	No	Sort of	Yes
2. When I have a problem, I work it out by asking other people for help.			
3. I have three or more close friends.			
4. I would rather play board games with several friends than a video game all by myself.			
5. I like to teach others what I know how to do.			
6. It doesn't bother me to be in crowds.			
7. I'm in Scouts or a church group.			
8. Sometimes I like to just talk with my friends instead of playing.			
9. I try to help my friends when they have problems.			
10. I'm pretty smart- it's hard to trick me.			

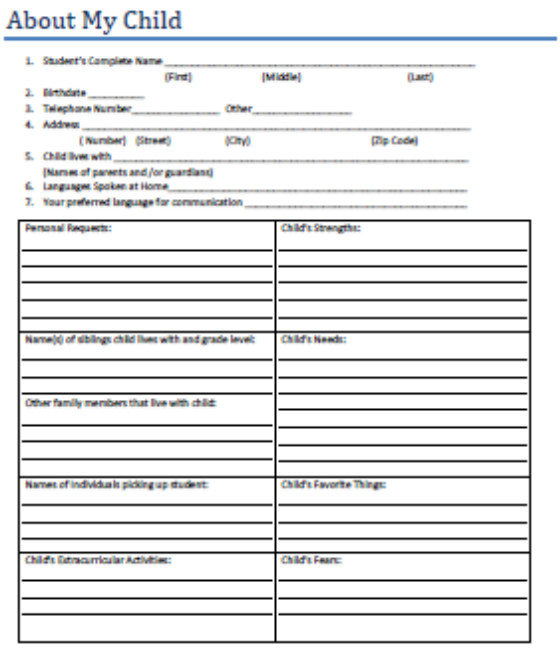
Name: _____ Date: _____

Teacher:_____ Grade:_____

Multiple Intelligences Inventory: Student

Section 3			
1. I like to use a camera or video camera.	No	Sort of	Yes
2. I think jigsaw puzzles and mazes are fun.			
3. It's easy for me to find my way around a new place.			
4. A lot of people really like pictures I draw.			
5. I can draw a picture and make it look like I am seeing things up in the sky, looking down ("bird's eye view").			
6. I like books that have a lot of pictures.			
7. I daydream a lot, even at school.			
8. I love are activities.			
9. I can draw picture that look real.			
10. I like watching TV or movies.			

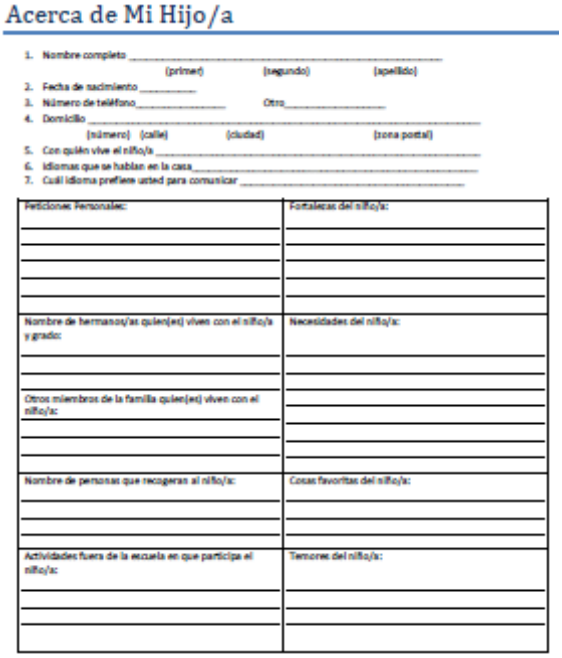
Parent Questionnaire- About My Child



About My Child

1. Student's Complete Name _____
(First) (Middle) (Last)
2. Birthdate _____
3. Telephone Number_____ Other_____
4. Address _____
(Number) (Street) (City) (Zip Code)
5. Child lives with _____
(Names of parents and /or guardians)
6. Language Spoken at Home_____
7. Your preferred language for communication _____

Personal Requests:	Child's Strengths:
Name(s) of siblings child lives with and grade level:	Child's Needs:
Other family members that live with child:	
Names of individuals picking up student:	Child's Favorite Things:
Child's Extracurricular Activities:	Child's Fears:



Acerca de Mi Hijo/a

1. Nombre completo _____
(primer) (segundo) (apellido)
2. Fecha de nacimiento _____
3. Número de teléfono_____ Otro_____
4. Domicilio _____
(número) (calle) (ciudad) (zona postal)
5. Con quién vive el niño/a _____
6. Idiomas que se hablan en la casa_____
7. Cuál idioma prefiere usted para comunicar _____

Peticiones Personales:	Fortalezas del niño/a:
Nombre de hermanos/as quien(es) viven con el niño/a y grado:	Necesidades del niño/a:
Otros miembros de la familia quien(es) viven con el niño/a:	
Nombre de personas que recogeran al niño/a:	Cosas favoritas del niño/a:
Actividades fuera de la escuela en que participa el niño/a:	Temores del niño/a:

- **<u>Contextual Skills and Awareness:</u>** Contextual factors encompass the information necessary to understand how college operates as a system and culture. An important area of contextual awareness is known as college knowledge. This is the information necessary for gaining admission to and navigating within, the postsecondary system.
- <u>Measuring the Dimensions of the College Readiness</u>
- Key Cognitive Strategies Measurements: summative and formative assessments (Educational Policy Improvement Center)
- Key Content Knowledge Measurement: End of course/unit exam.
- Academic Behaviors Measurement: student survey and inventory, self assessment of competence relative to a range of academic skills and advising by teachers on how to improve
- Contextual Skills and Awareness Measurement: questionnaires, attendance to college night, regularly scheduled meetings with college advisors.
- College Activities: college week, College Day/Career Day, Fraternities/Sororities, Pennants, Assemblies, Pathways for post secondary options

APPENDIX 3c

Plan A- 185 Instructional days and 5 Pupil Free days- Pending District Negotiations

-Total of 185 Instructional Days
◇- 5 Pupil Free Days

SOUTH REGION ELEMENTARY SCHOOL #3 - 2010-2011 CALENDAR

	First Week							Second Week							Third Week							Fourth Week							Fifth Week						
	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
July					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Aug	1	2	3	4	5	6	7	8	9 ◇	10 ◇	11 ◇	12 ◇	13 ◇	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
Sep				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
Oct						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Nov	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29					
Dec				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20 WR	21 WR	22 WR	23 WR	24	25	26	27 WR	28 WR	29 WR	30 WR	31	
Jan							1	2	3 WR	4 WR	5 WR	6 WR	7 WR	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
Feb	30	31	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28					
Mar			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31 ♦		
Apr						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18 SR	19 SR	20 SR	21 SR	22 SR	23	24	25	26	27	28	29	30
May	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				
Jun				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	21	22	23	24	25	26	27	28	29	30	31

Important Dates:

◇ 08-09-2010 thru 08-13-2010 Pupil Free days
08-16-2010 First Day of Instruction
09-06-2010 Labor Day
11-11-2010 Veterans Day

11-25 & 11-26-2010 Thanksgiving Holiday
12-20-2010 thru 01-07-2011 Winter Recess
01-17-2011 Martin L. King, Jr.'s Birthday Observed
02-21-2011 Presidents' Day
02-22 thru 02-25-2011 School Recess

♦ 03-31-2011 Cesar Chavez Holiday
04-18 thru 04-22-2001 Spring Recess
05-30-2011 Memorial Day Observed
06-17-2011 Last Day of Instruction

♦ - Pending District Negotiations

APPENDIX 3d

Extracurricular Activities

- Before school program: Ready, Set, Go, LAUSD, Beyond the Bell (BTB) will meet the needs for a before school program.
- Afterschool program: teacher developed, run and monitored
- Multi-use facility: Bell Parks and Recreation Center, LAUSD Civic Center Program, City of Cudahy, Parks and Recreation Center
- Organized recess and lunch recess games
- Physical Education
- Academic pentathlons
- Psychomotor program
- Gov. Challenge
- Talent Show/ Exhibits

ROAR Documents

South Region Elementary School #3
School-wide Positive Behavior Plan

JAGUARS R.O.A.R

JAGUARS ARE:

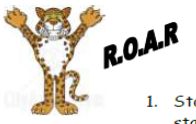
Location	Respectful	Open-minded	Always Safe	Responsible
Hallways/ Stairways	• Quiet Voices • Hold door for people behind you • Enjoy bulletin boards without touching	• Have patience when crowded	• Walk • Walk on stairs • Watch for opening doors	• Go directly to class • Always use a hall pass
Auditorium	• Listen carefully • Remain quiet during the performance unless asked to participate • Respond by clapping	• Appreciate everyone's efforts	• Walk when entering or exiting • Keep hands and feet to yourself	• Focus on the presentation • Keep personal items put away
Cafeteria	• Use whisper voices • Follow directions • Eat only your own food	• Taste some of each food • Try new foods	• Walk to and from your table • Finish eating at the table • Keep hands, feet, and FOOD to yourself	• Clean up after yourself. • Stay seated until dismissed • Wait your turn to empty your tray
Classroom	• Dress appropriately • Enter quietly • Adhere to classroom rules • Participate actively	• Accept opinions of others	• Walk • Use furniture appropriately • Keep your feet on the floor	• Be prepared • Do your work
Library	• Enter quietly • Take a seat and wait for instructions • Follow browsing rules	• Try new genres	• Use furniture appropriately • Walk	• Put books back in their proper place • Return books on time • Pay for lost books

South Region ES #3
School-wide Positive Behavior Plan

JAGUARS R.O.A.R

JAGUARS ARE:

Location	Respectful	Open-minded	Always Safe	Responsible
In your home	• Play fairly • Allow everyone to play • Use courteous language • Listen to yard supervisors	• Teach others the game rules • have patience for those whose skills are not as good as yours	• Stay in assigned area • Walk to & from your area • Keep hands & feet to self	• Use restroom & drink water before bell • Care for equipment • Freeze when bell rings and walk to your line. • Learn the rules of the games
In the community	• Give people privacy • Use soft voices • Wait your turn	• Be considerate of others "emergencies"	• Keep feet on the floor • Flush toilet once and wash your hands • Keep water in the sink. • Report problems	• Conserve supplies (water, paper towels, soap) • Put paper towels in the trash can. • Return to class promptly • Use your pass
Visiting family or friends	• Enter quietly • Wait to be addressed • Greet the office personnel • Introduce yourself – name, teacher	• Be patient if someone else's business is more urgent than yours	• Walk at all times	• Carry your pass • Be able to state your purpose for coming to the office



Hallways/Stairways: Active Rule Teaching Activity

1. State the expectations of being Respectful, Open-Minded, Always Safe, and Responsible (R.O.A.R.) in the hallways and stairways.

Respectful	Open-Minded	Always Safe	Responsible
• Quiet voices • Hold door for people behind you • Keep hands off bulletin boards	• Have patience when its crowded	• Walk • Walk on stairs • Watch for opening doors	• Go directly to class • Always use a hall pass

2. Discuss the importance of the expectations.
   - It is important to be respectful, open-minded, always safe, and responsible in the hallways/stairways. Following these rules and expectations will demonstrate good manners to others and prevent accidents from occurring.

3. Active Rule Teaching
   - These are examples you might use.

Non-example #1(What Not to Do): Students are in the hallway without a pass and knocking on teachers doors. They are interrupting classes and making noises in the hallway.
Non-example #2: After recess is over, students return to class. As they are walking in the hallway, they are pushing and yelling. Classes that are in their classroom can hear the students in the hallway. Their instruction is being disrupted with the noises in the hallway.
Example #1 (What to Do): Students are in the hallway with a pass and the students can tell you where they are going.
Example #2: After recess is over, students return to class in quiet lines and are being respectful to other classes. There is no pushing or yelling going on.

4. Schedule opportunities to practice the skill.
   - During the Procedure Fair students will have the opportunity to practice these skills in the hallways/stairways. Teachers can review the expectations on the first week of school and remind students of the rules throughout the year.
5. Reinforce regularly.
   - When any adult notices students being Respectful, Open-Minded, Always Safe, and Responsible in the office, they should positively acknowledge the student(s).

Auditorium: Active Rule Teaching Activity

1. State the expectations of being Respectful, Open-Minded, Always Safe, and Responsible (R.O.A.R.) in the auditorium.

Respectful	Open-Minded	Always Safe	Responsible
• Listen carefully • Remain quiet during the performance unless asked to participate • Respond by clapping	• Appreciate everyone's efforts	• Walk when entering or exiting • Keep hands and feet to yourself	• Focus on the presentation • Keep personal items put away

2. Discuss the importance of the expectations.
   It is important to be respectful, open-minded, always safe, and responsible in the auditorium. Following these rules and expectations will result in an enjoyable performance.

3. Active Rule Teaching
   - These are examples you might use.

Non-example #1(What Not to Do): Students are talking, getting out of their seat, and playing with things while a performance is going on.
Non-example #2: Students walk into the auditorium making a lot of noise and fight over a seat.

Example #1 (What to Do): Students are seated quietly and watching the performance.
Example #2: Students walk in quietly and sit down quietly.

4. Schedule opportunities to practice the skill.
   - During the Procedure Fair students will have the opportunity to practice these skills in the auditorium. Teachers can review the expectations before attending a performance in the auditorium.

5. Reinforce regularly.
   - When any adult notices students being Respectful, Open-Minded, Always Safe, and Responsible in the auditorium, they should positively acknowledge the student(s).

Cafeteria: Active Rule Teaching Activity

1. State the expectations of being Respectful, Open-Minded, Always Safe, and Responsible (R.O.A.R.) in the cafeteria.

Respectful	Open-Minded	Always Safe	Responsible
• Use whisper voices • Follow directions • Eat only your own food	• Taste some of each food • Try new foods	• Walk to and from your table • Finish eating at the table • Keep hands, feet, and FOOD to yourself	• Clean up after yourself • Stay seated until dismissed • Wait your turn to empty your tray

2. Discuss the importance of the expectations.
   - It is important to be respectful, open-minded, always safe, and responsible in the cafeteria. Following these rules and expectations will help keep our cafeteria safe and clean. It will help make the lunch lines move more quickly and make your lunchtime more enjoyable.

3. Active Rule Teaching
   - These are examples you might use.

   Non-example #1(What Not to Do): A large group of students get up and throw their trash, pushing and shoving one another and not stacking the trays properly. Food ends up on the floor and the cafeteria becomes unsafe and loud.
   Non-example #2: Students are waiting in line to get their lunch. They begin to play around, talk loudly, and are no longer in a single file line. Supervisors are reminding them to use quiet voices, but the directions are being ignored.

   Example #1 (What to Do): Students wait to be dismissed to throw their trash away. Students line up in a single file line and wait to throw their trays. Supervisors are thanking students for their proper behavior and being responsible. The cafeteria is clean and orderly.
   Example #2: Students wait in a straight, quiet line to get their lunch. Students keep their hands to themselves. Supervisors positively acknowledge the students for being respectful and for knowing how to line up properly.

4. Schedule opportunities to practice the skill.
   - During the Procedure Fair students will have the opportunity to practice these skills in the cafeteria. After this, teachers can review the expectations before the students go out to lunch, and the lunchtime supervisors can review the expectations with students on a regular basis during lunchtime.

5. Reinforce regularly.
   - When any adult in the school notices students being Respectful, Open-Minded, Always Safe, and Responsible in the cafeteria, they should positively acknowledge the student(s).

Bathrooms: Active Rule Teaching Activity

1. State the expectations of being Respectful, Open-Minded, Always Safe, and Responsible (R.O.A.R.) in the bathrooms.

Respectful	Open-Minded	Always Safe	Responsible
• Give people privacy • Use soft voices • Wait your turn	• Be considerate of others "emergencies"	• Keep feet on the floor • Flush toilet once and wash your hands. • Keep water in the sink. • Report problems	• Conserve supplies (water, paper towels, soap) • Put paper towels in the trash can. • Return to class promptly

2. Discuss the importance of the expectations.
   - It is important to be respectful, open-minded, always safe, and responsible in the bathrooms. Following these rules and expectations will help keep our bathrooms safe and clean.

3. Active Rule Teaching
   - These are examples you might use.

   Non-example #1(What Not to Do): Student finishes using the bathroom and flushes the toilet several times causing the toilet to overflow. Now, water is all over the bathroom floor and causes another student to slip and fall.
   Non-example #2: Student is washing his or her hands and uses a lot of soap and water. Student continues to play with the water-not being conservative, and dries hand with five paper towels and ends up throwing the paper towel on the floor.

   Example #1 (What to Do): Student finishes using the bathroom and flushes the toilet once. Then he/she washes their hands and properly throws the paper towel in the trash can and returns to class.
   Example #2: Student washes hands with soap and water quickly-not wasting any water. Then he/she uses one paper towel to dry their hands and throws paper towel in the trash can, keeping the bathroom clean.

4. Schedule opportunities to practice the skill.
   - During the Procedure Fair students will have the opportunity to practice these skills in the bathroom. After this, teachers can review the expectations before the students use the bathroom.

5. Reinforce regularly.
   - When any adult in the school notices students being Respectful, Open-Minded, Always Safe, and Responsible in the bathroom, they should positively acknowledge the student(s).

Office: Active Rule Teaching Activity

1. State the expectations of being Respectful, Open-Minded, Always Safe, and Responsible (R.O.A.R.) in the office.

Respectful	Open-Minded	Always Safe	Responsible
• Enter quietly • Wait to be addressed • Greet the office personnel • Introduce yourself-name, teacher	• Be patient if someone else's business is more urgent than yours	• Walk at all times	• Carry your pass • Be able to state your purpose for coming to the office

2. Discuss the importance of the expectations.
   - It is important to be respectful, open-minded, always safe, and responsible in the office. Following these rules and expectations will help the office staff assist you more quickly. You will be demonstrating proper manners and be good role models for other students. It can also help students when they get older in how to address people (ex: business, store, Dr. office, etc)

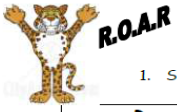
3. Active Rule Teaching
   - These are examples you might use.

   Non-example #1(What Not to Do): Two students walk into the office. They approach an office staff who is talking to someone else and they interrupt.

   Example #1 (What to Do): Two students walk into the office and waits for someone to help them. They introduce themselves saying "Hello, or names are ____ and ____ .We are from Mr/Mrs. _____ class and can we please speak to _____.

4. Schedule opportunities to practice the skill.
   - During the Procedure Fair students will have the opportunity to practice these skills in the office. Teachers can review the expectations on the first week of school before students go to the office and be reminded of them throughout the year.

5. Reinforce regularly.
   - When any adult in the office notices students being Respectful, Open-Minded, Always Safe, and Responsible in the office, they should positively acknowledge the student(s).



Playground: Active Rule Teaching Activity

1. State the expectations of being Respectful, Open-Minded, Always Safe, and Responsible (R.O.A.R.) on the playground.

Respectful	Open-Minded	Always Safe	Responsible
• Play fairly • Allow everyone to play • Use courteous language • Listen to yard supervisors	• Teach others the game rules • Have patience for those whose skills are not as good as yours	• Stay in assigned area • Walk to and from your area • Keep hands and feet to self	• Use restroom and drink water before the bell • Care for equipment • Freeze when bell rings and walk to your line • Learn the rules of the games.

2. Discuss the importance of the expectations.
   - It is important to be respectful, open-minded, always safe, and responsible in the playground. Following these rules and expectations will make the playground a safe and fun place to play.

3. Active Rule Teaching
   - These are examples you might use.

   Non-example #1(What Not to Do): Students run to their area and almost runs over another student that is already on the playground.
   Non-example #2: Students are playing basketball. The ball bounces to two students close by and they both go to get the ball. Now they are tugging at the ball and arguing about who got the ball first. The whole game stops because these two students are fighting over the ball while the rest of the class is waiting.

   Example #1 (What to Do): Students walk to their designated play area.
   Example #2: Students are playing basketball. The ball bounces to two students close by and they both go to get the ball. One student sees that the other one is already getting it, and allows him or her to go get it. They continue playing their game.

4. Schedule opportunities to practice the skill.
   - During the Procedure Fair students will have the opportunity to practice these skills on the playground. Teachers can go over the rules of games prior to the beginning of recess. Teachers should remind students of playground rules and expectations frequently or as needed.

5. Reinforce regularly.
   - When any adult in the playground notices students being Respectful, Open-Minded, Always Safe, and Responsible on the playground, they should positively acknowledge the student(s).

APPENDIX 4a

Performance Band Report

Grade/Course: Math K
Assessment: LAUSD Grade K Mathematics Periodic Assessment Quarter 1 2009-2010
View Students In: Proficient (70% - 100%)

Report Key

- Proficient (70% - 100%)
- Approaching Proficiency (40% - 69%)
- Below Proficiency (0% - 39%)

School Performance

90% of your Grade 13 Math students achieved Proficient (70% - 100%) on LAUSD Grade K Mathematics Periodic Assessment Quarter 1 2009-2010.

Achievement Level	LAUSD Grade K Mathematics Periodic Assessment Quarter 1 2009-2010*
Proficient (70% - 100%)	215 (90%)
Approaching Proficiency (40% - 69%)	23 (10%)
Below Proficiency (0% - 39%)	0 (0%)

*Numbers and percentages based on all students who have taken the assessment and are currently enrolled in .

Performance by Class

Class	Assessments Completed/Students Assigned	Students in Proficient
Class	21 / 23	90%
Class	23 / 23	100%
Class	19 / 19	95%
Class	21 / 21	86%
Class	20 / 22	100%
Class	24 / 24	63%
Class	23 / 23	83%
Class	21 / 22	95%
Class	23 / 23	100%
Class	21 / 21	95%
Class	22 / 23	91%

*Percentages calculated based on all students who have taken the assessment and are currently enrolled in .

Performance by Standard Sets

Performance by Standards indicates the percentage of students in School who achieved Proficient (70% - 100%) on the LAUSD Grade K Mathematics Periodic Assessment Quarter 1 2009-2010.

Standard Sets / Standards	# Items	Students in Proficient*
[NS] Number Sense	14	218 (92%)
[NS 1.0] Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):	14	218 (92%)
[NS 1.1] Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	7	205 (86%)
[NS 1.2] Count, recognize, represent, name and order a number of objects (up to 30).	7	221 (93%)
[AF] Algebra and Functions	7	213 (89%)
[AF 1.0] Students sort and classify objects:	7	213 (89%)
[AF 1.1] Identify, sort and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).	7	213 (89%)

*Numbers and Percentages calculated based on students who have taken the assessment and are currently enrolled in .

Performance Band Report

Grade/Course: Math K
Assessment: LAUSD Grade K Mathematics Periodic Assessment Quarter 2 2009-2010
View Students In: Proficient (70% - 100%)

Report Key

- Proficient (70% - 100%)
- Approaching Proficiency (40% - 69%)
- Below Proficiency (0% - 39%)

School Performance

89% of your Grade 13 Math students achieved Proficient (70% - 100%) on LAUSD Grade K Mathematics Periodic Assessment Quarter 2 2009-2010.

Achievement Level	LAUSD Grade K Mathematics Periodic Assessment Quarter 2 2009-2010*
Proficient (70% - 100%)	217 (89%)
Approaching Proficiency (40% - 69%)	22 (9%)
Below Proficiency (0% - 39%)	4 (2%)

*Numbers and percentages based on all students who have taken the assessment and are currently enrolled in .

Performance by Class

Class	Assessments Completed/Students Assigned	Students in Proficient
Class	23 / 23	100%
Class	23 / 23	96%
Class	19 / 19	79%
Class	21 / 21	81%
Class	22 / 22	100%
Class	24 / 24	75%
Class	23 / 23	87%
Class	21 / 22	95%
Class	23 / 23	100%
Class	21 / 21	81%
Class	23 / 23	87%

*Percentages calculated based on all students who have taken the assessment and are currently enrolled in .

Performance by Standard Sets

Performance by Standards indicates the percentage of students in School who achieved Proficient (70% - 100%) on the LAUSD Grade K Mathematics Periodic Assessment Quarter 2 2009-2010.

Standard Sets / Standards	# Items	Students in Proficient*
[NS] Number Sense	21	217 (89%)
[NS 1.0] Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):	16	209 (86%)
[NS 1.1] Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.	5	194 (80%)
[NS 1.2] Count, recognize, represent, name and order a number of objects (up to 30).	6	208 (86%)
[NS 1.3] Know that the larger numbers describe sets with more objects in them than the smaller numbers have.	5	195 (80%)
[NS 2.0] Students understand and describe simple additions and subtractions:	5	223 (92%)
[NS 2.1] Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).	5	223 (92%)

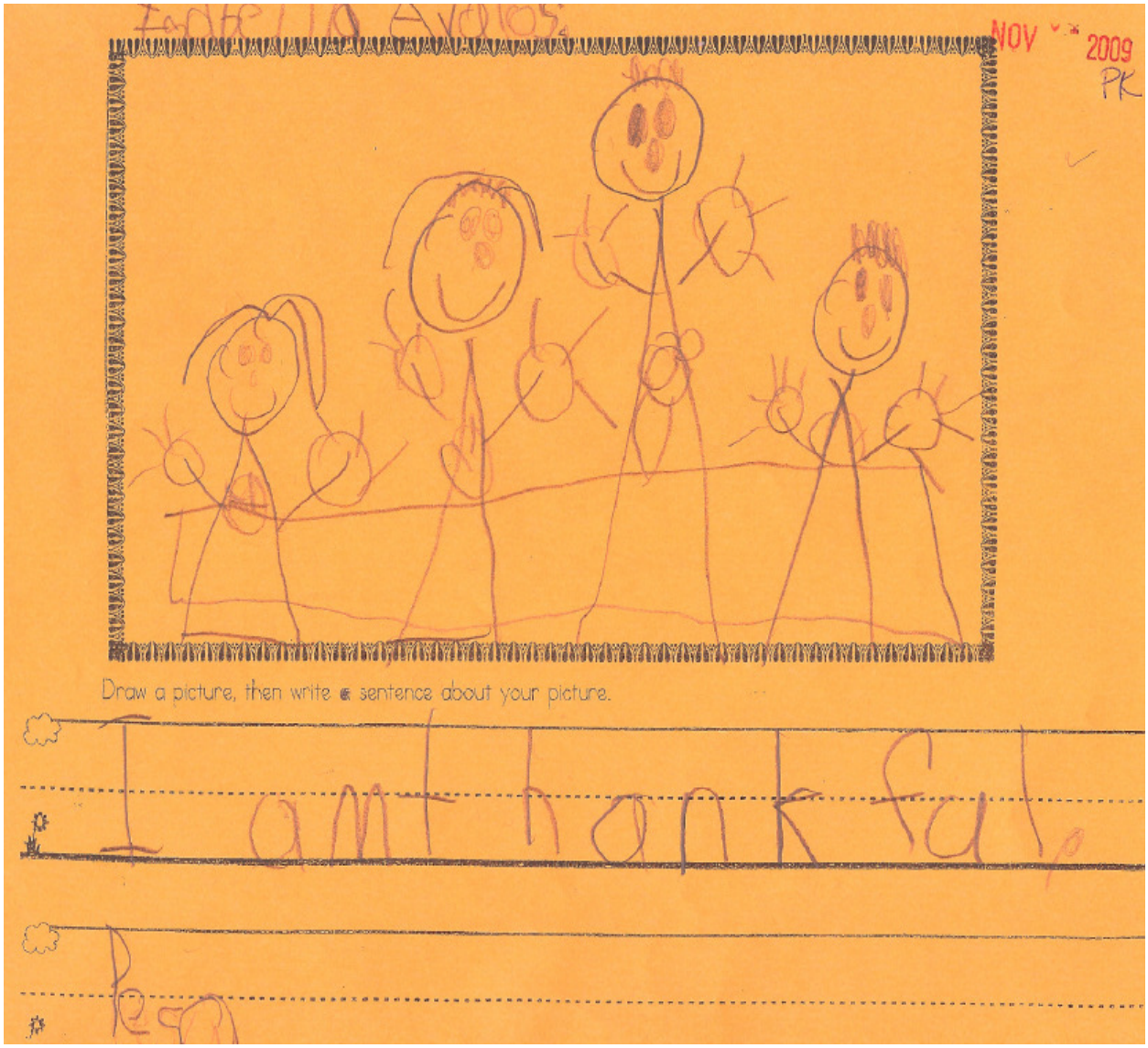
*Numbers and Percentages calculated based on students who have taken the assessment and are currently enrolled in .

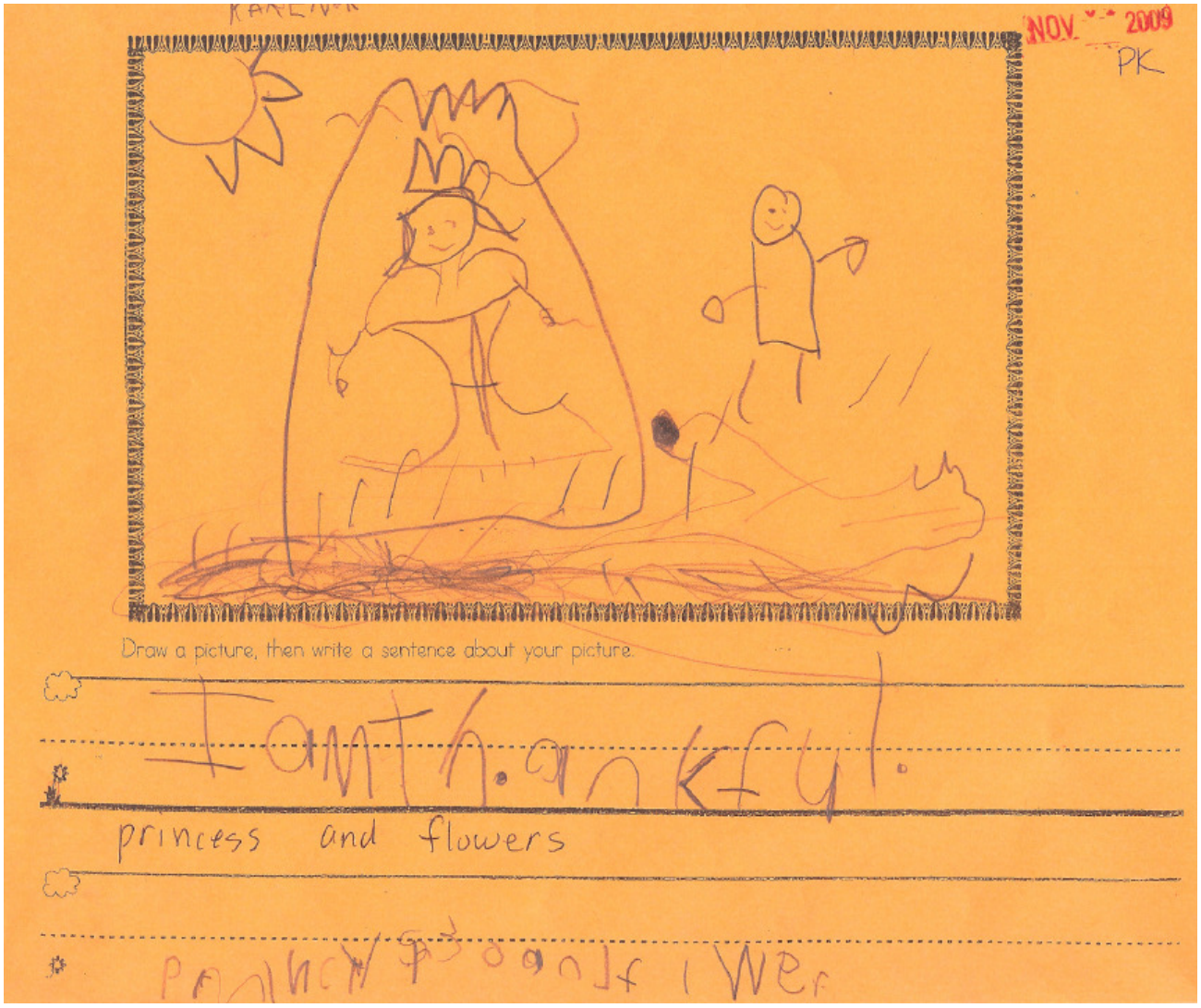
South Region ES # 3 student assessment data will average as follows (based upon data from feeder schools):

% OF STUDENTS ADVANCED AND PROFICIENT	SCHOOL	ELA 2008	ELA 2009	Growth	MATH 2008	MATH 2009	Growth
	Corona	32.3	36.6	4.3	50.2	53.4	3.2
	Elizabeth Learning Center	20.4	26.1	6.1	26.1	41.5	15.4
	Escutia Primary Center	N/A	N/A	-	N/A	N/A	-
	Teresa Hughes	34.5	45.4	10.9	43.3	54.6	11.3
	Ellen Ochoa Learning Center	28.2	34.2	6.0	41.8	43.8	2.0

STUDENTS WITH DISABILITIES	SCHOOL	ELA 2008	ELA 2009	Growth	MATH 2008	MATH 2009	Growth
	Corona	20.3	25.0	4.7	42.2	27.5	-14.7
	Elizabeth Learning Center	12.2	15.7	3.4	16.3	26.0	9.7
	Escutia Primary Center	N/A	N/A	-	N/A	N/A	-
	Teresa Hughes	14.3	17.0	2.7	12.7	22.6	9.9
	Ellen Ochoa Learning Center	15.3	54.2	38.9	20.0	50.0	30.0

Marta Escutia's Pre-kinder Writing Samples 2009/2010




NOV 2009
PK
Draw a picture, then write a sentence about your picture.
I am thankful
princess and flowers

Marta Escutia's Kinder Writing Samples 2009/2010

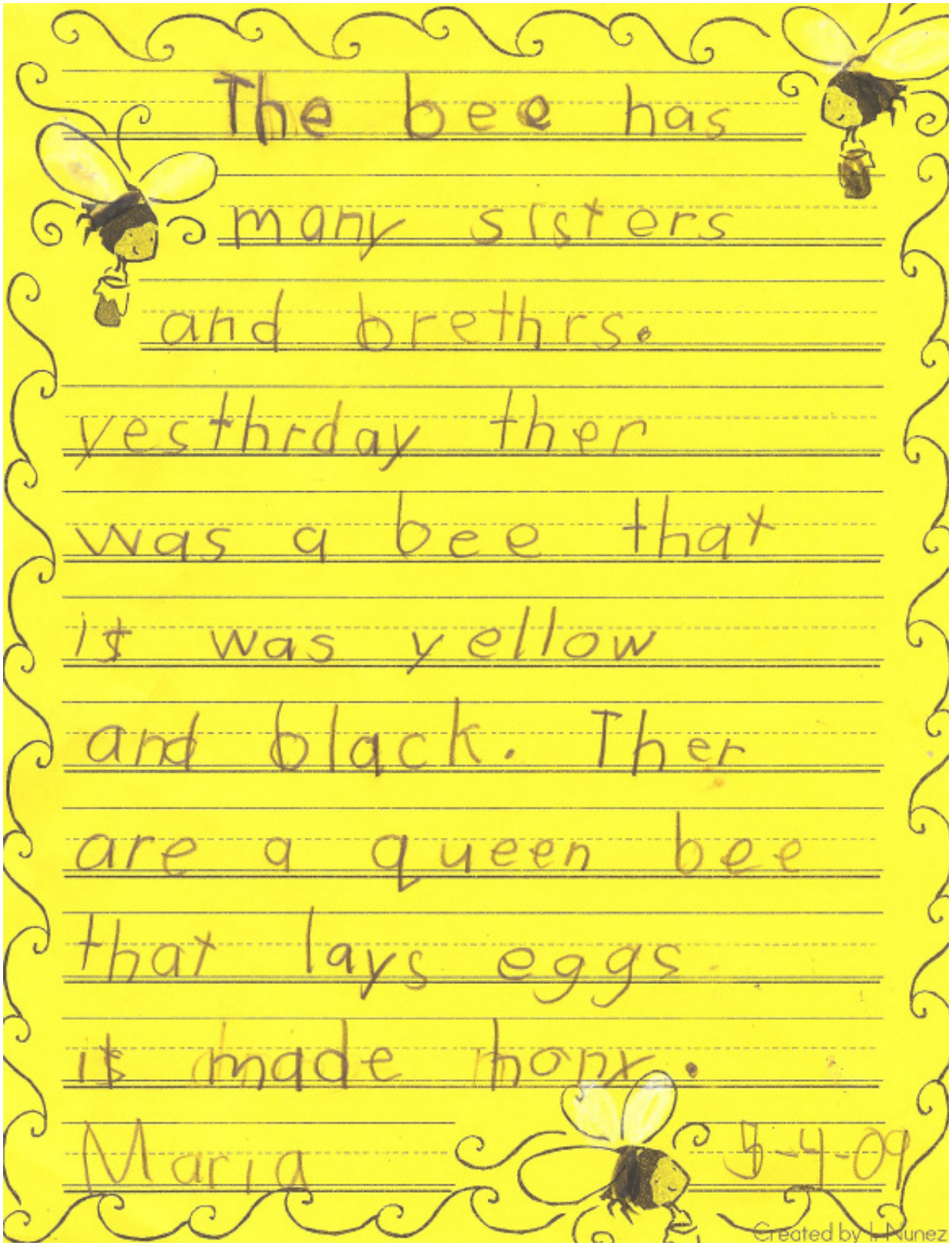
k

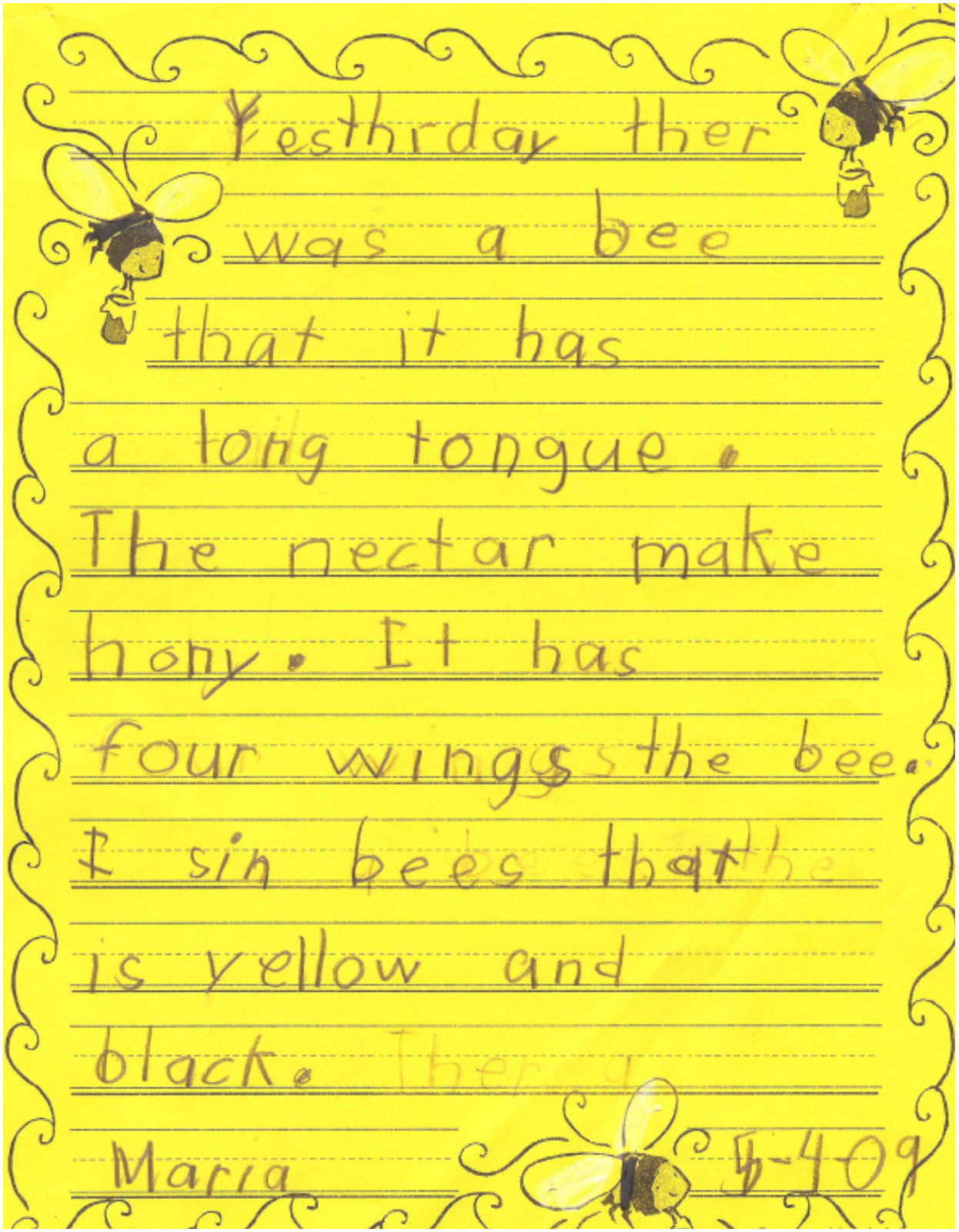
Name: Derek Michel

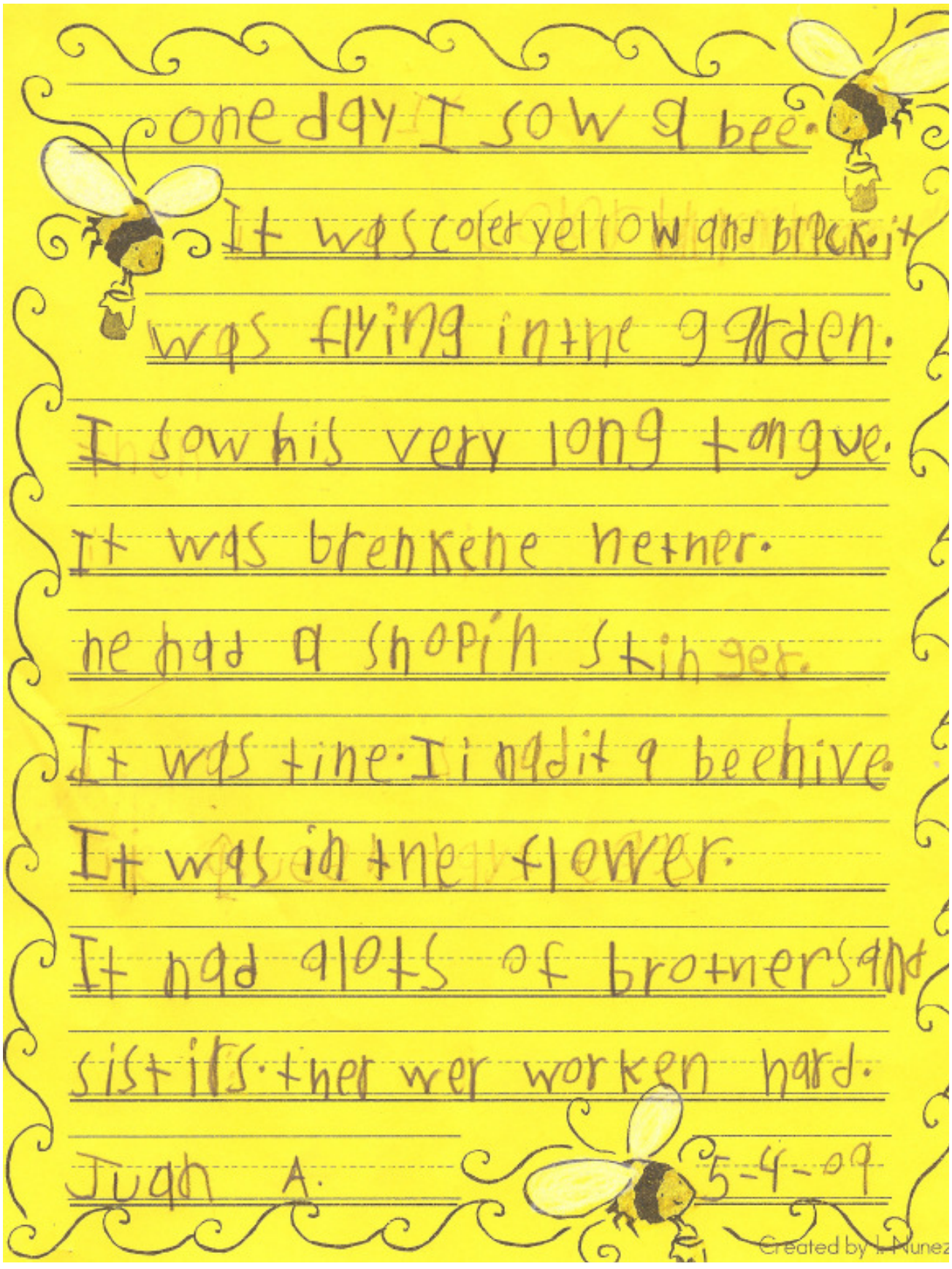
Date: 10-5-09

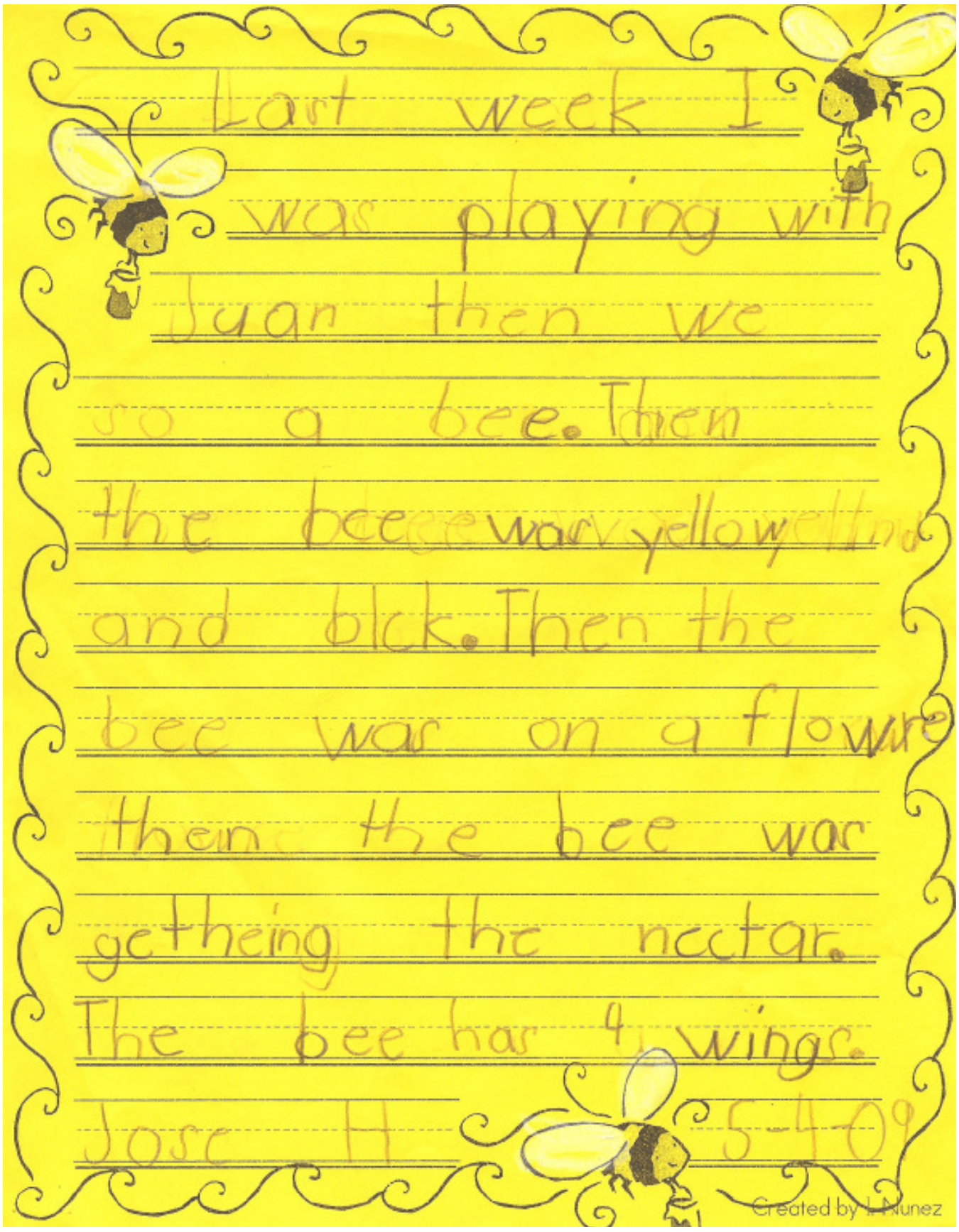
What do you know about this wild animal?

The lion runs fast The lion live in groups. The lion has sharp teeth The lion live in Africa.


The bee has
many sisters
and brethrs.
yesthrday ther
was a bee that
it was yellow
and black. Ther
are a queen bee
that lays eggs
it made honx.
Maria
5-4-09
Created by I. Nunez


Yesthrday ther
was a bee
that it has
a long tongue.
The nectar make
hony. It has
four wings the bee.
I sin bees that
is yellow and
black. Ther
Maria
5-409


one day I sow a bee.
It was color yellow and brack. it
was flying in the gaden.
I sow his very long tongue.
It was brenkene hetner.
he had a shopih stinger.
It was tine. I indit a beehive.
It was in the flower.
It had alots of brotners and
sistirs. ther wer worken hard.
Juan A. 5-4-09
Created by L. Nunez


Last week I
was playing with
Juan then we
so a bee. Then
the bee war yellow
and blck. Then the
bee war on a flowre
then the bee war
gethein the nectar.
The bee has 4 wings.
Jose H 5-4-09
Created by I. Nunez

1. Parenting
   - Inform parents of workshops (ESL, parenting classes, gang prevention, nutrition, homework help- establishing an appropriate place at home to do homework, healthy families, college entry/trade tech/financial aid, etc.)- different schedules available)
   - Home visits (for parents who are unable to attend parent conferences at school sites, etc.)
   - Workshops
   - College Week (for students and parents; contact ELC and Bell High and Have students present their intended university or vocational/trade schools as well as information on the application process; the path for their selected next step; and high school entrance- can use for community service activity; utilize booth and panel format; Open Mic Day; break it down into manageable chunks) Please refer to Serving Specialized Populations- At-Risk Students, Section 7b for more details.
   - Adult education classes (for GED/college credit, to be arranged with local community college).

2. Communicating
   - Web page- information on what is going on and the resources available.
   - Have principal meet with parents and community on monthly basis
   - Monthly newsletter (aside from web site)
   - Meeting with everyone in community to provide updates*
   - Phone calls home
   - Cell phones provided to all teachers *(*or phone with outside line)
   - Connect-Ed
   - Language translators for conferences, events, daily communication

3. Volunteering
   - Cleaning Community Day*
   - Gardening*
   - Keeping school clean*
   - Day sales in school (fundraising)
   - Work in classrooms (support with instruction- e.g., one on one reading support, etc.)
   - Parent Center (housing of parent liaison who is point person for all parent activities and will log all service, volunteering in classrooms, etc.)
   - Take home different projects (for those who are unable to volunteer at the school site during school hours)
   - Parent and community recognition*
   - Tap into parent/community members' expertise*
   - Career Day (parents and businesses)*
   - Room Parents (bilingual liaison between staff and parents to facilitate home-school and school-home communication)
   - Parent Survey to identify areas of expertise (e.g., sewing, cooking, beautification of school grounds, availability, other resources they can provide (e.g., donations, free services), etc.

4. Learning at Home
   - Mandatory Schoolwide Orientation/Meet the Educator- principal, teachers, and parents meet before the start of the school year to discuss expectations (for students, staff, parents; academic and

behavioral), policies (uniform, homework, basic school materials, etc.), positive schoolwide behavior program, etc. (include tour of facilities)
- Kindergarten Roundup (to introduce needed skills for kindergarten before the beginning of the school year)
- Parent Workshops- CST prep, Family Writing Workshops, Family Stories, Science, Reading Night, etc.
- Mandatory parent conferences (goal setting for students and families- attendance, academic, community service, for students who are not meeting benchmarks/standards)
- Computer classes (for parents and children together)*

5. Decision Making
   - Parent and Community Councils (School Site Council, ELAC, CEAC, LSLC, Parent Teacher Student Association, Room Parents/Guardians, etc.)
   - Shared decision making. Please refer to School Governance, Section 9, for the school and advisory organizational chart.
   - Student Council
   - PIE Foundation (to consist of staff, parents, and community; include Board Members and officers

6. Collaborating with the Community
   - Cleaning Community Day*
   - Gardening*
   - Keeping school clean*
   - Health Fair with community reps
   - Local businesses donate food for special school events
   - Provide parents with community resources (medical info, etc.)
   - Meeting with everyone in community to provide updates*
   - Donations (Operation School Bell; clothing, etc.)
   - Art Gallery Walk (art produced by school and community members)
   - Tap into parent/community members' expertise*
   - Reading Around the World
   - Career Day (parents and businesses)*
   - Adopt-A-School (businesses)*
   - Utilize local businesses (restaurants, supplies, fundraisers- donate percentage of sales to school, fieldtrips)*
   - Silent and live auctions (items donated by community, businesses, etc.)*
   - Scholarship fund (from City and local businesses, etc.)*
   - Recruit community services (free dental check-ups, eye exams, etc.)*
   - Computer classes (for parents and children together, community members, etc.)*
   - Business collaborations (allowing parents to attend parent conferences, etc.)*
   - Community access to school site during non-school hours/days
   - By Year 5, have developed strong relationship with local businesses

*applies to more than one type of parental involvement

Possible services provided to the school include, but are not limited to the following:

- Donating money or supplies needed
- Providing resources for workshops at school
- Helping with fundraising (for example, donating a percentage of sales)
- Volunteering to tutor our students or read with them
- Allowing employees who have children attending school, the flexibility in their work schedules to attend parent orientations, parent conferences, or workshops, etc.

Letters of Support

Los Angeles Unified School District
Inter –Office Correspondence
Local District 6

TO: Ramon Cortines
Superintendent of Schools

DATE: January 8, 2010

FROM: Martin Galindo
Local District Superintendent

SUBJECT: **LETTER OF SUPPORT – BELL/CUDAHY PARTNERS IN EDUCATION**

I would like to commend the Bell/Cudahy Partners in Education for their outstanding efforts in the overall process used to engage the future learning community of South Region Elementary School #3. The involvement and participation exhibited by many individuals associated with this RFP is an example of the type of leadership fostered and embraced by Beth Fuller, current principal of Hughes Elementary School, and provides an example of the future culture of South Region Elementary School #3.

I wholeheartedly support the RFP for South Region Elementary School #3. I was very impressed with the plan's emphasis on collaboration, high expectations, cycles of improvement and empowering children and adults to maximize their talents and passions.

There is no doubt in my mind that the school community being developed through the partners will positively impact the current and future generations of the Bell/Cudahy community. Education does and will make a difference in the lives of the students and adults who engage in learning at South Region Elementary School #3.

If you have any questions, please do not hesitate to call me at (323) 278-3919.

Thank you.

c: Beth Fuller

SOUTHEAST CITIES SCHOOLS COALITION

A Joint Powers Authority of the Cities of Bell, Cudahy, Huntington Park, Maywood, South Gate, and Vernon

December 15, 2009

Dear Superintendent Cortines:

Please accept our endorsement and unanimous support of **Bell/Cudahy Partners in Education**'s application for Los Angeles Unified School District's Public School Choice RFP for **South Region Elementary School # 3**. The Southeast Cities Schools Coalition (SCSC), a joint powers authority of the cities of Bell, Cudahy, Huntington Park, Maywood, South Gate and Vernon, is a member of the Partners in Education collaborative and actively participated in the proposal to operate the new elementary school in the city of Bell/Cudahy.

Led by the team leader Beth Fuller, the SCSC unequivocally declares the application proposal to be a demonstration of a true collaboration among the best LAUSD has to offer, and the community it serves. The leadership team executed on a tireless community engagement initiative that earned them the respect and appreciation of the local parents and city leaders. The team listened to parents and included their voice in the proposal. Moreover, local educators from the neighborhood schools participated in the process and contributed to the vision for this new school. Teachers and resource staff from Corona Elementary School, Elizabeth Learning Center, Martha Escutia PC and Teresa Hughes Elementary School, fashioned together a proposal unequaled by any previous efforts from LAUSD.

The SCSC is an active participant of the Bell/Cudahy Partners in Education and its effort to operate Elementary School # 3 in our community. The SCSC is poised to collaborate with our partner to leverage resources to help provide after-school support, summer bridge programs, literacy campaigns and parent education within this new elementary school.

The Southeast Cities Schools Coalition, and the communities it serves, appreciates your consideration and requests your support to select the Bell/Cudahy Partners in Education proposal to operate South Region Elementary School # 3.

Sincerely,

Ramon Miramontes
Executive Director

4305 Santa Fe Avenue, Vernon, CA 90058
Office: 323-826-3623 Fax: 323-826-3822 Email: southeastschools@gmail.com

Council Business

Councilman Mirabal moved approval to Support Bell/Cudahy Partners in Education Proposal for South East #3 Neighborhood School. Second by Councilman Artiga. Vote proved unanimous.

Vice Mayor Jacobo moved approval of Warrants dated November 30, 2009 in the amount of $2,159,895.51 (167 checks and 14 Wire Transfers); Community Redevelopment Agency warrants dated November 30, 2009 in the amount of $52,820.69 (9 checks); and Community Housing Authority warrants dated November 30, 2009 in the amount of $14,343.04 (18 checks and 3 Wire Transfers). Second by Councilman Artiga. Vote proved unanimous.

Consent Calendar

Vice Mayor Jacobo moved the consent calendar as follow:

Approval of Monthly Treasurer's Report for October 2009.

Approval of Bell City Council, Bell Redevelopment Agency and Bell Community Housing Authority Minutes Dated November 2, 2009.

Approval to Adopt Resolution Nos. 2009-44, 2009-45, 2009-46 and 2009-47 Initiating the Engineer's Reports for the Following Assessment Districts for Fiscal Year 2010-2011:

1. Solid Waste Collection, Transfer and Disposal Service
2. Integrated Waste Management Plan
3. Landscape and Lighting
4. Sanitation and Sewer Systems

CITY OF **CUDAHY** CALIFORNIA

Incorporated November 10, 1960

P.O. Box 1007
5220 Santa Ana Street
Cudahy, California 90201-6024
(323) 773-5143
Fax: (323) 771-2072

January 8, 2010

Dear Superintendent Ramon Cortines:

Please accept the City of Cudahy's unanimous support of Bell/Cudahy's Partners in Education application for Los Angeles Unified School Districts Public School choice RFP for South Region Elementary School #3. The Southeast Cities Schools Coalition (SCSC), a joint powers authority of the cities of Bell, Cudahy, Huntington Park, Maywood, South Gate and Vernon, is a member of the partners in education collaborative and actively participated in the proposal to operate the new elementary school in the City of Cudahy/Bell.

Led By team leader Principal Beth Fuller, the SCSC declares the application proposal to be a demonstration of a true collaboration among the best LAUSD has to offer and the community it serves. Local educators from local schools participated in the process and contributed to the vision of this new school.

On behalf of the City of Cudahy we would appreciate your consideration and support to select the Bell/Cudahy partners in education proposal to operate South Region Elementary School #3.

Sincerely,

David M. Silva
Mayor

Partners In Education
for the communities of Bell and Cudahy

LETTER TO BUSINESSES

Dear ,

Do you consider your business an integral member of this community? If so, we are asking for your help. We are a small group of educators, parents, and community members who are in the process of writing a new proposal for the new school that is being constructed on the corner of Live Oak and Atlantic. This new school will serve not only the students, the parents, and staff, but just as importantly, the entire community: the residents of Bell and Cudahy and businesses (both private and commercial). We aim for our school to be an innovative institution that sets an entirely new bar as to what a public, community school exemplifies. Our students will surpass all expectations not because they attend a new school or because they have great teachers, but because the entire community will support their needs as the school will support the needs of the community. This school will be a place, not only for the students to learn, but a place where all residents and businesses will equally benefit.

Unfortunately, as our state's economy has limited the funds for public education, the entire district is in dire need for funding. In order to make our plan a viable one, we need your support. We ask that you commit to us in writing that you will provide support for our school. We intend to present to the School Board of Education that we define the partners of the school as **all** the residents and businesses of the Cities of Bell and Cudahy. You can support the school in any of the following ways:

- donating money or supplies needed
- providing resources for workshops at the school
- helping with fundraising (for example, donating a percentage of sales)
- volunteering to tutor our students or read with them
- allowing your employees who have children attending the school, the flexibility in their work schedules to attend parent orientations, parent conferences, workshops, etc.

As you provide the much needed support, you will be promoting community growth and cohesiveness. Your support would truly show the residents of Bell and Cudahy that they matter and that you have a sincere, vested interest in the well being of its members. We ask your business to set an example to our students and the partners of our community by demonstrating what it truly means to give back and to help this community thrive.

We have an immediate deadline to meet and ask for your quick response. We hope that all of us can work together as partners to see our students, families, and the community as a whole to become enriched in all aspects.

Sincerely,

APPENDIX 10a

Members of the Leadership Team

PRINCIPAL

Grace E. (Beth) Fuller

PROFESSIONAL EXPERIENCE

2003-PRESENT **Teresa Hughes Elementary/Magnet School**
Principal
- 2009-2010 Mentor Principal AALA
- 2004-2009 LEAD Mentor Principal
  Cohorts I, II, III, V, VII

1999-2003 **Liberty Boulevard Elementary School**
Principal
- LEARN School

1996-1999 **Corona Avenue Elementary School**
Assistant Principal
- Bell Cluster Governance Council
- Bell Professional Development Committee

1993-1996 **San Gabriel Avenue Elementary School**
Assistant Principal

1988-1993 **Woodlawn Avenue Elementary School**
Chapter 1 Coordinator
Math/Science Resource Teacher

1979-1988 **Miles Avenue Elementary School**
Parmelee Avenue Elementary School
Classroom Teacher
- Taught 2nd, 3rd, 5th, 6th Grades
- Reading Demonstration Teacher
- Priority Staffing Model Teacher

ACADEMIC PREPARATION

1987 M.A. Educational Administration
California State University, Los Angeles

1978 B. A. Liberal Studies
California State University, San Francisco

Professional Clear Administrative Credential
Multiple Subject Life Credential
Language Development Specialist Certificate

Terri L. Arnold

EDUCATION: University of Southern California

School of Education:

* Bachelor of Science: English Major/Art Minor	1969
* California Standard Teaching Credential (Pre K – 9)	1970
* Master of Science: Educational Administration	1972
* California Administrative Services Credential (Pre K – Adult)	1972

EXPERIENCE: Los Angeles Unified School District

July 1, 2006 - June 30, 2009	LOCAL DISTRICT 6 OFFICE Director School Services
August 15, 2003 – June 30, 2006	CHARTER SCHOOLS DIVISION Administrative Coordinator
February 17, 2003 – August 15, 2003	ADMINISTRATIVE ACADEMY Administrative Coordinator
August 1986 – February 14, 2003	PALISADES ELEMENTARY CHARTER SCHOOL Principal – Single Administrator School
February 1986 – August 1986	REGION D OFFICE Compliance Advisor
August 1985 – February 1986	CERTIFICATED PLACEMENT OFFICE Certificated Assignment and Placement Advisor
April 1985 – August 1985	ARLINGTON HEIGHTS ELEMENTARY SCHOOL Assistant Principal
August 1980 – April 1985	FIFTY-FOURTH STREET SCHOOL Program Coordinator
September 1979 – June 1980	TWENTY-FOURTH STREET SCHOOL Reading/Language Arts/ Mathematics Specialist
September 1976 – June 1979	Teacher of the Gifted (Grades 3 – 6 self-contained)
September 1974 – June 1976	HYDE PARK ELEMENTARY SCHOOL Teacher Librarian
February 1970 – June 1974	BALDWIN HILLS ELEMENTARY SCHOOL Teacher

REFERENCES:

Martin Galindo	Local District 6 Superintendent, Los Angeles Unified School District
Roberta Benjamin:	Los Angeles Unified School District (Retired); Vice President Aspire Charter Schools
Patricia Forkos:	Director School Services, Los Angeles Unified School District; Retired
Luis Camarena:	Principal, Los Angeles Unified School District
Beth Fuller:	Principal, Los Angeles Unified School District

Janet Dominguez -Provencio

jxd1985@lausd.net

SUMMARY

To pursue a career with opportunity for advancement making us of my knowledge, abilities and dedication. To share my experiences and leadership skills; work ethics; and professionalism to secure full and term employment.

EXPERIENCE

SUPPLY CLERK — **LAUSD DISTRICT 6**
May 2007- Present — **Cudahy, Ca**

- **Stock all supplies for teachers and office**
- **Inventory and ordering of school supplies for the school year**
- **Coordinated and distribute supplies for returning teacher**

PARENT LIAISON — **LAUSD DISTRICT 6**
May 2007 – Jan 2000 — **Bell, Ca**

- **Coordinated and run all school fundraisers**
- **Promote and set-up agendas, for all monthly school site councils meeting**
- **Coordinated guest speakers for meeting**
- **Coordinated certificate, agendas and fliers**
- **In charged of volunteers for parents and students**

LEARNING FOR LIFE INSTRUCTOR & BOY SCOUTS OF AMERICA LEADER
Dec 1999- July 1997 — **Bell, Ca**

- **Character building lesson for 1st to 3rd graders**
- **Membership recruiter for Los Angeles Area Boy Scouts of America**
- **Promote and start boy scouts Pack and Troops in surrounding schools**

EDUCATION

Hospital Maintenance Technician 200 hours program 4/2009
University of Phoenix Bachelor in Human Service
Building and Grounds Fundamentals 60 hours course 1/2008
Practical Data Processing Inc. – 1/1998
Bell High School Home Economics Major 6/1974

AFFILIATION AND AWARDS

Padres del Sureste – since 2000 – present
National Parents Day – July 28, 2002
District Award of Merit - November 2004 (Boy Scouts of America)
Woman of Courage- March 23, 2005
Grace Lutheran Church- Preserving family- February 4, 2007
Mayors Award of Excellence in Public Safety- September 8, 2008

Margarita Oaxaca Benavidez
mob8528@lausd.net

OBJECTIVE:
A position as Office Technician that will allow me to utilize my educational background and work experience, computer knowledge, organizational abilities, strong people skills and business experience while supporting teachers, parents, staff members, students and the community in providing a quality education for our children.

EDUCATION:

09/1975-12/1975	East Los Angeles Community College General Education
09/1971-06/1974	Huntington Park High School

CERTIFICATES:

- Office Technician Skills
- Customer Training
- IFS/GUI Training
- BTS Payroll Training
- ISIS Training
- Child Abuse Training

PROFESSIONAL EXPERIENCE

2003 – Present	Office Technician
2000 – 2003	San Gabriel E. School
1998 – 2000	Brett Heart Preparatory School
1983 – 1998	Psychological Services - Region B Office

QUALIFICATIONS AND SPECIALIZED SKILLS:
Computer literate – IBM, Microsoft word, LAUSD computer programs, data entry, office procedures and telephone techniques, Bilingual English/Spanish, ten key calculator, filing, maintenance of Xerox and Duplo machines, purchasing/receiving/stocking of school, office and maintenance supplies. Maintain budget book for all school accounts, reconciling budget and budget adjustments. Payroll entry for all school personnel and assisting in providing substitutes for classrooms. Assist in matriculation of students and entering student attendance. Administer First Aid for students.

Maria Soledad Gomez

SUMMARY **To continue to help the parents and train them to be leaders of tomorrow. To share my experience and knowledge to my fullest capacity.**

EXPERIENCE

PARENT RESOURCE LIAISON **LAUSD DISTRICT 6**
June 2008- Present **Cudahy, Ca**

- **Plan parent workshops for all grade levels. Provide training in different areas (ex; Math, English language arts, ESL Classes, Latino Family literacy program, Parents in Control, Parenting classes, CST, College preparation classes, Nutrition classes etc.)**
- **Offer a variety of resources that the parents need (ex; medical assistance, dental, Housing and Mental health clinics.**
- **Workings with parent in helping them fill out application for the Beyond the Bell program (Free Tutoring).**
- **Offer training for parent volunteers and keep a log of all hours that parents volunteer in the school and outside the school.**

COMMUNITY REPRESENTATIVE **LAUSD DISTRICT 6**
June 2005- May 2008 **Cudahy, Ca**

- **Managing the Parent Center and Parent Volunteer Program**
- **Participating in the School Site Council.**
- **Maintaining records of parent involvement in the school site.**
- **In charge of Attendance of all the students in the school site.**

SCHOOL SUPERVISION AIDE **LAUSD DISTRICT 6**
June 2003- May 2005 **Cudahy, Ca**

- **Provide supervision in the yard to school students.**

INFANT CARE AIDE **LAUSD DISTRICT 6**
August 2000- May 2002 **Huntington Park, Ca**

- **Working in the CBET program for the Adult school**
- **Taking care of students ranging in age while parent are taking English classes.**

EDUCATION

Van Nuys High School Math /Science Magnet (graduated in 1988)
Compton Community College (2000- 2002) child development classes.

SKILLS

- **Able to speak and write in Spanish.**
- **Work well independently and in a group.**
- **I have vast knowledge on how to operate different computer software. (Ex; Word. Excel, Power point, Publisher.)**

AWARDS AND AFFILIATIONS

Women of courage – March 23. 2005. (Assemblyman Hector De La Torre)
Padres del Sureste- since 2000 – Present

REFERENCE: **Available upon request.**

APPENDIX 10b

Certificated Recruitment Process:

- The same process will be utilized as described in Year 1, however the Human Resources Sub-committee will replace the B/C PIE Sub-Committee.

Classified Instructional Staff (Paraprofessionals) Recruitment Process:

- The same process will be utilized as described in Year 1, however the Human Resources Sub-Committee will replace the B/C PIE Sub-Committee.

Special Education Paraprofessional Recruitment Process:

- The District will assign these employees.

Non-Instructional Classified Staff Recruitment Process:

- The same process will be utilized as described in Year 1, however, the Human Resources Sub-Committee will replace the B/C PIE Sub-Committee.

APPENDIX 10d

Job Description of Principal-

SOUTH REGION ELEMENTARY SCHOOL # 3 **PRINCIPAL**

Minimum Requirements:

- **California Administrative Credential**
- **Master's Degree**
- **Multicultural and Master Plan Coursework**
- **Experience Requirement**- 8 years of successful full-time public school certificated service, with no fewer than 3 years as a teacher. In addition to or concurrent with the 8 years, at least 2 years must have been directly related to an instructional program, grades Pre-K-6, with no fewer than 2 years in an administrative position. At least one year of administrative experience must be school-based assistant principal level position. Experience must include certificated service at a minimum of two locations. Experience at each location must be the equivalent of one year of full-time certificated service

Desirable Qualifications:

Commitment to and experience with implementing:

- Autonomous school community
- Collaborative decision-making
- Strong family and community engagement to support student academic achievement
- Effective oral and written communication skills
- Standards-based instructional programs
- High expectations for all members of the school community
- Proven success as an instructional leader
- Safe and secure environment for students, staff and parents
- Institute operations and systems to support learning
- Data systems to monitor accountability and student outcomes

Candidates must submit a Letter of Interest, resume, and two letters of reference (one from a current supervisor) to the Bell/Cudahy Partners in Education Human Resources sub-committee. Upon receipt of the required paperwork, candidates will be screened and interviews will be scheduled.

PRINCIPAL

Grace E. (Beth) Fuller

PROFESSIONAL EXPERIENCE

2003-PRESENT **Teresa Hughes Elementary/Magnet School**
Principal
- 2009-2010 Mentor Principal AALA
- 2004-2009 LEAD Mentor Principal
  Cohorts I, II, III, V, VII

1999-2003 **Liberty Boulevard Elementary School**
Principal
- LEARN School

1996-1999 **Corona Avenue Elementary School**
Assistant Principal
- Bell Cluster Governance Council
- Bell Professional Development Committee

1993-1996 **San Gabriel Avenue Elementary School**
Assistant Principal

1988-1993 **Woodlawn Avenue Elementary School**
Chapter 1 Coordinator
Math/Science Resource Teacher

1979-1988 **Miles Avenue Elementary School**
Parmelee Avenue Elementary School
Classroom Teacher
- Taught 2nd, 3rd, 5th, 6th Grades
- Reading Demonstration Teacher
- Priority Staffing Model Teacher

ACADEMIC PREPARATION

1987 M.A. Educational Administration
California State University, Los Angeles

1978 B. A. Liberal Studies
California State University, San Francisco

Professional Clear Administrative Credential
Multiple Subject Life Credential
Language Development Specialist Certificate

School Leadership

Years 2-5

- Criteria – Please refer to principal's job description in Appendix 10d.
- Recruiting **–** Immediately, upon learning of new opening, the Human Resources Sub-Committee will post the principal opening and job description in the AALA newsletter, on the District's Employment website, and in school districts outside of LAUSD.
- Interviewing
  - Candidates submit a Letter of Interest, their resume, and two letters of reference (one from current supervisor) to Human Resources Sub-Committee.
  - LAUSD candidates are encouraged to submit Transfer paperwork to District.
  - Human Resources Sub-Committee paper-screen candidates.
  - Human Resources Sub-Committee conducts interview/written component for each qualified candidate.
- Selecting:
  - Human Resources Sub-Committee selects candidate for position and submits the name to the School Leadership Council for approval.
  - Principal Selection Notification letters are sent out by Human Resources Sub-Committee.
  - Successful candidate is contacted by phone by Human Resources Sub-Committee.
- Hiring
  - Name is submitted to Administrative Assignment Unit by Local District Superintendent's Office.

APPENDIX 10e

Job Description

SOUTH REGION ELEMENTARY SCHOOL # 3
LEAD TEACHER
(2 positions)

South East ES # 3 will have two small learning communities; each SLC will have one (1) Lead Teacher assigned to help support the work of the SLC. The SLC Lead Teacher will provide support for teachers within their SLC through model lessons, release time, intervention support, and coaching.

Minimum Requirements:

- **California Teaching Credential (K-6)**
- **Multicultural and Master Plan Coursework**
- **Minimum three years in a classroom setting**

Desirable Qualifications:

- Instructional leadership experience
- Administrative credential or a desire to work towards an administrative position
- Strong organizational skills
- Experience at various grade levels (K-6)
- Technology skills
- Awareness of compliance requirements for categorical programs

Commitment to and experience with implementing:

- Autonomous school community
- Collaborative decision-making
- Strong family and community engagement
- Effective oral and written communication skills
- Standards-based instructional programs
- High expectations

All interested candidates must submit a letter of interest, resume and two letters of reference (one from current supervisor) to the Bell/Cudahy Partners in Education Human Resources sub-committee by (date to be determined). Upon receipt of the Required paperwork, candidates will be screened and interviews will be scheduled.

Sign-in Sheets for B/C PIE- Leadership Team Meetings

November 2, 2009

Sign-In Martha Escutia PC

Informational Meeting on new school at Atlantic and Life Oak with Beth Fuller

Marcus K. Billson III

Rosario [illegible]

Irma J. Nuñez

Martha Camacho

Albert Velasco

Norma Alvarez

Corona

TERESA HUGHES ELEMENTARY/MAGNET SCHOOL
Los Angeles Unified School District

SIGN-IN SHEET

11/4/09
Date

Public School Choice
Subject

1.	[illegible]	16.	[illegible]
2.	[illegible]	17.	[illegible]
3.	[illegible]	18.	[illegible]
4.	[illegible]	19.	
5.	[illegible]	20.	
6.	[illegible]	21.	
7.	[illegible]	22.	
8.	[illegible]	23.	
9.	[illegible]	24.	
10.	[illegible]	25.	
11.	[illegible]	26.	
12.	[illegible]	27.	
13.	[illegible]	28.	
14.	[illegible]	29.	
15.	[illegible]	30.	

Forms/Misc/Sign-In Sheet.pmd

PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

11/9/09

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Número de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Karen Lee-Park	T. Hughes	714-615-3668		kleepark@lausd.net
2. Michelle Park	Corona Ave.	562 884 9760		mmp4256@lausd.net
3. Alejandro Oropeza	Corona Ave	(323)336-7349		axo4243@lausd.net
4. Maria Heredia	Corona Ave	(323)810-5014		mxh6183@lausd.net
5. Rosario Hernandez	Escutia P.C	323-719-5577		rosario.h@sbcglobal.net
6. Marta Iaguez	Escutia PC	(323) 719-4631		miniguez@lausd.net
7. Rita Rivero	Corona Ave	562-716-9245		rxr4892@lausd.net
8. John Gregory	Corona Ave.	562-708-8545		JGG3154@lausd.net
9. Claudia Corado	T. Hughes	323-382-1386		claudia.clda@Hotmail.com
10. Howard Johnston	Corona Ave	714-883-8563		mailhojo@mac.com
* 11. Martha I. Pulera	San Miguel Elizabeth L.C.	323-560-6449		swaype5@verizon.net
12. Maria Suarez	Corona	323 560 1323		
13. Danny Rodriguez	Florence EL	323 240-2188		
14. Veronica Plascencia	T. Hughes	(323)333-4336		veronica.plascencia@lausd.net
15. Ma Cristina O. Benavid	T. Hughes	323-560-4422		mcb8528@lausd.net

PUBLIC SCHOOL CHOICE RESOLUTION.doc

PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

11/9/09

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Número de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Adriana Alvarado	Park Ave	323) 562-0383	5142 Santa Ana St.	
2. Janet Provencio	Bell High	323 793-2287	4117 Weik Ave	MSjprov@yahoo.com
3. Maria Gonzalez	Elizabeth L.C.	(323) 273-6320		mganza41c yahoo.com
4. Margarita Benavidez	Tara Hughes el.	323 560-4422	4242 Clara St.	MOB8528@aol.com
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PUBLIC SCHOOL CHOICE RESOLUTION.doc

PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

11/9/09

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Número de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Terri Arnold				
2. Soledad Gomez	T Hughes	(323) 560-4422		msg4ever@lausd.net
3. Sesilia Gonzalez	T. Hughes	323-357-0997		sgonza13@lausd.net
4. Alfonso Duarte	T. Hughes	(323) 560-4422		asd9811@lausd.net
5. Beth Fuller	T. Hughes	560-4422		bf0934@lausd.net
6. Elizabeth Huezo	Corona Ave	323)560-1323		ehuezo@lausd.net
7. Dracen Tames	Elizabeth	562 716 6169		ext3303@lausd.net
8. Minh Trinh-Vasquez	T. Hughes	562 477-9205		mtrinh126@hotmail.com
9. Maribel Navarro	Elizabeth	3235604641		mln4316@lausd.net
10. Patricia Lista	Elizabeth Lc	323 919 9247		plista-99@yahoo.com
11. NATALIA OLVERA	WADSWORTH AVE	323 526 4029		natalia.olvera@lausd.net
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PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

11/10/09

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Numero de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Alfonso Duarte	T. Hughes Elem.	323 560-4422		axd9811@lausd.net
2. Minh Trinh Vasquez	T. Hughes	562 477-9205		mtrinh126@hotmail.com
3. Rosario Hernandez	Escutia P.C	323-719-5577		rhema05@lausd.net
4. Claudia Torres	Martha Escutia PC	310)617-4467		jctorres74@charter.net
5. Marta Iniguez	Escutia PC	(323)719-4631		miniguez@lausd.net
6. Michelle Park	Corona Ave	562 884 9760		mmp4256@lausd.net
7. Maria Suaze	Corona Ave	562 421 3181		mds7278@lausd.net
8. Rita Rivero	Corona Ave	562-716-9245		rxr4892@lausd.net
9. John Gregory	Corona Ave	562-708-8543		~~lausd~~ JBG3154@lausd.net
10. Terri Arnold				
11. Sosilia Gonzalez				
12. Danny Rodriguez	Florence Elementary	(323) 240-2188		dannyrodriguez81@yahoo.com
13. Soledad Gomez	T. Hughes	323)560-4422		msg4499@lausd.net.
14. Anacani Torres	Elizabeth	562 716 6169		axt3303@lausd.net
15. Patricia Cota	Elizabeth LC	(323) 919-9247		pcota_99@yahoo.com

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PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

11/10/09

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Numero de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Veronica Plascencia	T. Hughes	560-4422		veronica.plascencia@lausd.net
2. Beth Fuller	T. Hughes	560-4422		bcf2934@lausd.net
3. Karen Lee-Park	T. Hughes	"		kleepark@lausd.net
4. Maribel Navarro	ELC	560-4641		mln4316@lausd.net
5. John Gates	LD 4	278-3900		john.gates@lausd.net
6. Nestor Enrique Velez	Parent/Community	(310)749-6801	7615 San Luis Av Bell, CA 90201	bellresidentclub5633O@hotmail.com
7. M.O. Benavides	T. Hughes	3[illegible]-560-4422		mob6528@lausd.net
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PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

November 12, 2009

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Numero de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Maria Heredia	Corona Ave	(562) 810-5014		mdh6755@lausd.net
2. Michelle Park	Corona Ave	562) 584 9760		mmp4256@lausd.net
3. Patricia Cota	Elizabeth Lk	323 919 9247		pcota_99@yahoo.com
4. Janet Provencio	THE Bell High	3237932787		msjprov@yahoo.com
5. Howard Johnston	Corona Ave	714-883-8563		hjohnsto@lausd.net
6. Beth Fuller	THE	560-4422		
7. Alfonso Duarte	THE	560-4422		axd9811@lausd.net
8. Senilia Gonzalez	T Hughes	323-353-0997		
9. Carmen Barbeito	T.H.E	560-4422		
10. M.O. Benavides	T.H.E.	11		
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PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

November 12, 2009

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Número de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Rosario Hernandez	Martha Escutia PC	323-719-5577		rhernandez@lausd.
2. Claudia Torres	Martha Escutia PC	310)617-4467		jctorres74@hotmail.net
3. Soledad Gomez	T. Hughes	(323)560-4422	4247 Clara St	mag4999@lausd.net
4. Maria Olvera	Corona	562 421 3181		Swayne5@verizon.net
5. Rita Rivera	Corona	562-716-9245		rxr4892@lausd.net
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PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

11/13/01

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Numero de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Beth Fuller	THE	560-4422		befa2346@lausd.net
2. Terri Arnold				TLArnic427@msn.com
3. Rosario Hernandez	Escutia P.C	323-719-5577		rhernaos6@lausd.
4. Marta Iniguez	Escutia 8	(323) 719-4631		miniguez@lausd.net
5. John Gregory	Corona	(562) 708-8545		JBG3154@lausd.net
6. Maria Heredia	Corona Ave	(323) 810-5014		mdh67836@lausd.net
7. Veronica Plascencia	T. Hughes	(323) 560-4422		veronica.plascencia@lausd.net
8. Janet Provencio	Bell High/THE	323 793-2287		
9. Sesilia Gonzalez	T. Hughes	323-353-0997		pasaye6@aol.com
10. Alfonso Duarte	T.H.E.	" 560-4422		axd9811@lausd.net
11. Patricia Cota	Elizabeth LC	(323)917-9247		pcota_99@yahoo.com
12. Margarita Bonilla	T.H.E.	323 560-4422		mabb528@lausd.net
13. Soledad Gomez	T.H.E	560-4422		msg4999@lausd.net
14. Minh Trinh Vasquez	T.H.E.	560-4422		mtrinh126@hotmail.com
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PUBLIC SCHOOL CHOICE RESOLUTION
COMMUNITY MEETING

11/17/09

Name/*nombre* (Please print/letra de molde)	Organization/*Organización* School/*Escuela*	Phone Number *Número de teléfono*	Address *Domicilio*	e-mail *Correo electrónico*
1. Beth Fuller				
2. Marta Iniguez	Escutia	(323) 719-4631	6901 Woodward Ave Bell	miniguez@lausd.net
3. Rosario Hernandez	Escutia PC	323-719-5577		rheina05@lausd.net
4. Soledad Gomez	T.H.E			mog4449@lausd.net
5. Emmit Campbell	T.H.E.	(951) 313 4799		emmitcampbell@yahoo.net
6. Maria Heredia	Corona Ave	(323) 810-5014		mdh6783@lausd.net
7. Howard Johnston	Corona Ave	714-883-8563		hjohnston@lausd.net
8. Rita Rivero	Corona Ave	562-716-9245		rxr4892@lausd.net
9. Veronica Plascencia	T. Hughes	(323) 560-4422		veronica.plascencia@lausd.net
10. Maria Suarez	Corona	(562) 421 3181		mds7278@lausd.net
11. Danny Rodriguez	Florence Elementary	(323) 248-2188		dannyrodriguez8@yahoo.com
12. Janet Provencio	Bell/THE	3237933287		msjprov@yahoo.com
13. Alfredo Duarte	THE			axd9811@lausd.net
14. Elizabeth Huezo Rubio	Corona Ave	323) 637-0214		ehuezo@lausd.net
15. Margarito Benavidez	THE			mob8528@lausd.net

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Aracan Toms Elizabeth 562 716 6164 axt3303@lausd.net

Patricia Cota Elizabeth (323) 919 9247 Pcota-99@yahoo

Bell/Cudahy Partners in Education Meeting
3:30 p.m. November 24, 2009

Name	Signature	Phone	Email
Janet Provencio	Janet Provencio	323 7833287	JXD1985@LAUSD.net
Soledad Gomez	Soledad Gomez	(323) 481-6768	msg4999@lausd.net
Anuani Torres	[illegible]	562 716 6169	axt3303@lausd.net
Patricia Cota	[illegible]	(323) 9199247	pcota_99@yahoo.com
Alejandra Vera	Alejandra Vera	562-7567515	acv.3068@lausd.net
Enrique Iñiguez	Enrique Iñiguez	323-560-6641	[illegible]@yahoo.com
Rosario Hernandez	Rosario Hernandez	323-719-577	r.hernaoz@lausd.net
Marta Iniguez	Marta Iniguez	(323) 719-4631	miniguez@lausd.net
John Gregory	[illegible]	562-708-8545	JBG3154@lausd.net
Rita Rivera	Rita Rivera	562-716-9245	rxr4892@lausd.net
Terri Arnold	Terri Arnold	(310) 991-8525	TLArnie427@msn.com
Maria Heredia	[illegible]	(323) 810-3014	mdh6783@lausd.net
Margarita D. Bermúdez	Margarita D. Bermúdez	323-560-4422	mob 8528@lausd.net
Veronica Plascencia	[illegible]	(323) 560-4422	veronica.plascencia@lausd.net
Michelle Park	Michelle Park	562) 884 9160	mmp4256@lausd.net
Maria Swayne	M Swayne	562-421 3181	swayne5@verizon.net
Elizabeth Huezo	E Huezo	(323) 637-0214	ehuezo@lausd.net
Beth Fuller	Beth Fuller	323-560-4422	bef2934@lausd.net
Maria Gonzalez	[illegible]	(323) 273-6320	mgonza41@lausd.net
Sharon Sweet	[illegible]	(323) 271-3600	sharon.sweet@lausd.net
Sesilia Gonzalez	[illegible]	323 353-0997	pasaye@aol.com

TERESA HUGHES ELEMENTARY/MAGNET SCHOOL
Los Angeles Unified School District

SIGN-IN SHEET

Plan Writing Team

Date

12/1/09

Subject

1. Janet Provencio
2. Beth Fuller
3. [illegible]
4. [illegible]
5. [illegible]
6. Veronica Plascencia
7. Maria Suazo
8. [illegible]
9. [illegible]
10. [illegible]
11. Maria Heredia
12. [illegible]
13. Michelle Park
14. [illegible]
15. Patricia Cota
16. [illegible]
17. Araceli Torres
18. [illegible]
19. [illegible]
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TERESA HUGHES ELEMENTARY/MAGNET SCHOOL
Los Angeles Unified School District

SIGN-IN SHEET

B/C PIE
Date

12/9/09
Subject

1. _____
2. _____
3. Janet Provencio
4. _____
5. _____
6. Emmit Campbell
7. Veronica Plascencia
8. Karen Lee-Park
9. Elizabeth Hurzo Rubio
10. _____
11. _____
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13. Patricia Cota
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TERESA HUGHES ELEMENTARY/MAGNET SCHOOL
Los Angeles Unified School District

SIGN-IN SHEET

10/15/09
Date

Plan Writing B/C Pie
Subject

1.	Emmit Campbell	16.	Maybe O. Bey
2.	Martha Lopez	17.	
3.	Rosario Hernandez	18.	
4.	E Hugo	19.	
5.	M Salgado	20.	
6.	Rita Rivero	21.	
7.	Patricia Soto	22.	
8.	Maria Hugo	23.	
9.	[illegible]	24.	
10.	Karen Le-Park	25.	
11.	[illegible]	26.	
12.	Soledad Gomez	27.	
13.	Maria Gonzalez	28.	
14.	[illegible]	29.	
15.	B. Fuller	30.	

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TERESA HUGHES ELEMENTARY/MAGNET SCHOOL
Los Angeles Unified School District

SIGN-IN SHEET

12/17/09
Date

B/C PIE
Subject

1. B Fuller
2. Janet Provencio
3. [illegible]
4. [illegible]
5. Maria Heredia
6. Aracari Torres
7. Martha [illegible]
8. [illegible]
9. Veronica Plascencia
10. Roxana [illegible]
11. Patricia Cota
12. [illegible]
13. Rita Rivera
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TERESA HUGHES ELEMENTARY/MAGNET SCHOOL
Los Angeles Unified School District

SIGN-IN SHEET

1/5/10
Date

B/C PIE
Subject

1.	[illegible]	16.	
2.	Michelle Park	17.	
3.	Maria Segura	18.	
4.	Elizabeth Hugo	19.	
5.	Danny Rodriguez	20.	
6.	[illegible]	21.	
7.	[illegible]	22.	
8.	[illegible]	23.	
9.	John B. Gregory	24.	
10.	[illegible]	25.	
11.	[illegible]	26.	
12.	[illegible]	27.	
13.	[illegible]	28.	
14.	Maria Segura	29.	
15.	[illegible]	30.	

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Wed. 1-6-00

Maria Suazo

Elizabeth Huezo

[illegible]

[illegible]

[illegible] L. Arnold

Danny [illegible]

Soledad Gomez

Emmet Campbell

John B. [illegible]

Karen Lee Park

Minh Trinh Vasquez

Michelle Park

Patricia Cota

[illegible]

1/7/10

- John Gregory
- Mariai Swayne
- Danny Rodriguez

Leadership Team Beyond the Principal

YEARS 2 – 5:

Based upon identified student needs, school data, and financial resources, the School Leadership Council reserves the right to consider additional "Leadership Beyond the Principal" staff positions in the future.

APPENDIX 10f

Recruitment of Teaching Staff

YEARS 2 – 5 – Recruitment

- The Human Resources Sub-Committee will recruit, interview and hire teachers to fill all teaching vacancies.
- The Professional Development Sub-Committee, Principal, Lead Teachers and returning teachers will coordinate/facilitate new teacher orientation and preparation.

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

APPENDIX 4a
Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	South East Region ES #3 Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
Increase the number of schools that meet or exceed their API targets 2008-09 4 out of 4 of the feeder schools showed growth. Growth / Point Gain Corona 742 / 15 Elizabeth LC 657 / 39 Escutia PC 785 / -- Hughes 770 / 45 Ochoa LC 707 / 36	Meet or exceed LAUSD's target of 10%	Students	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)			*Certificated Staff *Curriculum/ Instruction/ Assessment sub-committee *School Leadership Council	Start: 9/10 End: 6/11
Increase percentage of students in grades 2-5 scoring proficient or advanced on the CST in ELA **% Proficient/Advanced CST ELA by grade:** Corona / ELC / Hughes / Ochoa Change Grade 2 – 37.9 / 36.9 / 58 / 23.3 Grade 3 – 26.3 / 18 / 30 / 31. Grade 4 – 45.5 / 31.5 / 57.2 / 43.6 Grade 5 – 36.2 / 25.9 / 46.5 / 40.3 As a priimary center, Escutia PC does not generate CST data.	Meet or exceed LAUSD's target of 10%	Students	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		Students 'on track' at the end of each grade or critical grade-level span in reading, writing, and mathematics **Grades 2, 3, 4, 5/6:** Language Arts: • % of students at benchmark on the most recent fluency, vocabulary, and comprehension assessments Writing: • Increase the # of students that receive a 3 or 4 based on standards/rubric on the writing periodic assessment Math: Increase the # of students that are proficient on the mathematics periodic assessment by 6%	*Certificated Staff *Curriculum/ Instruction/ Assessment sub-committee *School Leadership Council	Start: 9/10 End: 6/11
Increase percentage of students in grades 2-5 scoring proficient or advanced on the CST in Math (continued) **% Proficient/Advanced CST Math by grade:** Corona / ELC / Hughes / Ochoa Grade 2 – 47.1 / 45.8 / 73.6 / 35.8 Grade 3 – 65.3 / 50.4 / 54.8 / 62.7 Grade 4 – 47.8 / 49.7 / 59.2 / 51.5 Grade 5 – 54.4 / 51.5 / 55 / 52 As a primary center, Escutia PC does not generate CST data.	Meet or exceed LAUSD's target of 10%	Students	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		**Grades 6** • % of students scoring proficient or above on the Periodic Assessments • (EAP) of Readiness for College English	*Certificated Staff *Curriculum/ Instruction/ Assessment sub-committee *School Leadership Council	Start: 9/10 End: 6/11

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

APPENDIX 4a
Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	South East Region ES #3 Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
% Proficient/Advanced CST Science: Grade 5 Corona 26.5 ELC 18.1 Hughes 41.1 Ochoa 29.5	Meet or exceed LAUSD's target of 10%	Students	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		• Yearly CST data	*Certificated Staff *Curriculum/ Instruction/ Assessment sub-committee *School Leadership Council	Start: 9/10 End: 6/11
Reduce the percentage of students in grades 2-5 scoring Far Below Basic and Below Basic on the CST in ELA Corona ELC Hughes Ochoa Grade 2 33.8 34 15.2 46.1 Grade 3 39.5 47.5 38.5 39.3 Grade 4 24.3 32.2 15.8 18.1 Grade 5 19.6 32.3 18.9 20.5	Meet or exceed LAUSD's target of -10%	Students	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		• Yearly CST data	*Certificated Staff *Curriculum/ Instruction/ Assessment sub-committee *School Leadership Council	Start: 9/10 End: 6/11
Increase the number of students identified as Gifted to a minimum of 6% of the school site's population. 2009 Corona 2 .0 ELC 4.2 Hughes 3.0 Ochoa 4.7 **Increase the total percentage of each site's African-American and Hispanic students identified as Gifted to a minimum of 6% of each subgroup's total population.** Hispanics 2009 Corona 2 .0 ELC 4.2 Hughes 3.0 Ochoa 4.7	Meet or exceed LAUSD's target of 6%	Students	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		• Number of state identified Gifted students • Number of students referred to be assessed	*Certificated Staff *Curriculum/ Instruction/ Assessment sub-committee *School Leadership Council	Start: 9/10 End: 6/11
Accelerate the performance for all African-					• See monitoring indicators in section 4	*Certificated	

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

APPENDIX 4a
Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	South East Region ES #3 Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
American, Hispanic, Standard English Learners, and Students with Disabilities **Prof/Adv CST ELA Subgroups:** Corona ELC Hughes Ochoa African American * * * Hispanic 37.2 26.4 45.2 33.6 English Learners 14.3 14.2 12.3 10.5 Sts. w/ Disabilities 7.5 2.0 1.9 8.3	Meet or exceed LAUSD's target of 10%	Students: *African American *Hispanic *SELs *Students with Disabilities	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)			Staff *Curriculum/ Instruction/ Assessment sub-committee *BB sub-committee *School Leadership Council	Start: 9/10 End: 6/11
Accelerate the performance of Standard English Learners (SEL)	10%	Standard English Learners	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		• See monitoring indicators in section 4	*Certificated Staff *Curriculum/ Instruction/ Assessment sub-committee *School Leadership Council	Start: 9/10 End: 6/11
AMAO 1 – Meet or exceed the percentage of English Learners making annual progress in learning English 2009 Corona ELC Hughes Ochoa 52.2 46.9 52.6 60.6 2007-2008 State Target was 50.1% 2008-2009 State Target was 51.6% 2009-2010 State Target was 53.1%	Meet or exceed LAUSD's target of 3%	English Language Learners	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		• CELDT	*Certificated Staff *Curriculum/ Instruction/ Assessment sub-committee *BB sub-committee *School Leadership Council	Start: 9/10 End: 6/11

Los Angeles Unified School District
Single Plan for Student Achievement Accountability Matrix

APPENDIX 4a
Accountability Matrix

High Academic Achievement Action Plan

Accountabilities	South East Region ES #3 Target	Subgroup(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
AMAO 2 – Meet or exceed the percentage of English Learners scoring early advanced and advanced on the CELDT % Early Adv/Adv 2009 Corona 23.4 ELC 21 Hughes 21.6 Ochoa 21.7 2008-2009 State Target was 30.6% 2009-2010 State Target is 32.2%	Meet or exceed LAUSD's target of 5%	English Language Learners	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		• See monitoring indicators for AMAO 1	*Certificated Staff *Lead Teachers School *Leadership Council *Bilingual/ Bicultural suc-committee	Start: 9/10 End: 6/11
AMAO 3 – Meet or exceed the percentage of English Learners scoring proficient or advanced on the CST 2009 Corona ELC Hughes Ochoa ELA 14.3 14.2 12.3 10.5 Math 36.7 33.6 23.6 26.8	Meet or exceed LAUSD's target	English Language Learners	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		▪Yearly CST data	*Certificated Staff *Lead Teachers School *Leadership Council *Bilingual/ Bicultural suc-committee	Start: 9/10 End: 6/11
Increase EL reclassification rates at the elementary school level 2009 Corona **16.5** ELC **15.7** Hughes **20** Ochoa **18.4**	Meet or exceed LAUSD's target	English Language Learners	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		• RFEP Monitoring Rosters • EL monitoring rosters, and where possible EL students not moving or reclassifying	*Certificated Staff *Lead Teachers School *Leadership Council *Bilingual/ Bicultural suc-committee	Start: 9/10 End: 6/11
Increase the percentage of SWD performing at Basic and beyond on the ELA and Math CSTs 2009 Corona ELC Hughes Ochoa ELA 25 15.7 17 54.2 MATH 27.5 26 22.6 50	Meet or exceed LAUSD's target of 35% ELA 35% Math	All Students	Strategies and activities have been enumerated in the school plan. (See *Section 2. Curriculum and Instruction* in the plan and the appendix for specific details.)		• See monitoring indicators in Section 4	*Certificated Staff *Lead Teachers School *Leadership Council *Bilingual/ Bicultural suc-committee	Start: 9/10 End: 6/11

APPENDIX 4a
Accountability Matrix

Accountabilities	LAUSD Target	Sub-group(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/ Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
As indicated on the annual School Experience Survey for parents (School Report Card), the majority of parents "strongly agree" or "agree" that • **there are opportunities for parent involvement** 2009 Corona 91.3 ELC 90.8 Hughes 93.5 Ochoa 94.2 • **they feel welcome at this school** 2009 Corona **92.9** ELC **90.8** Hughes **87.4** Ochoa **91.2** • **there is a high level of reported involvement at the school, as indicated on the annual School Experience Survey for Parents (School Report Card).** 2009 Corona **44.5** ELC **47 2** Hughes **48.2** Ochoa **52.5**	At least 90% of the parents will respond "Strongly Agree" or "Agree"	Parents			• **Increased response rates** – every school should be at a rate of 40% of selected parents returning surveys in 2009-10. • **Welcoming environment and opportunities to participate** – every elementary school should be at 90% in 2009-10. Every secondary school should be at 80%. • **Parent home involvement** should be at 90% for elementary schools and 80% for secondary schools in 2009-10. **School involvement** should be at 70% for elementary schools and at 50% for secondary schools in 2009-10. • **Parent centers** – for schools that have accepted funding for parent centers, parent center awareness and participation should be at 80% in 2009-10. • **Communication** – Communication should be at 90% for elementary schools and 80% for secondary schools in 2009-10.	Parent Education Sub-Committee School Leadership Council	Start: 9/10 End: 6/11

APPENDIX 4a
Accountability Matrix

Accountabilities	LAUSD Target	Sub group(s) *List the subgroups.*	Strategies/Activities *Identify strategies/activities that will improve English Language Development (ELD), English Language Arts (ELA), Mathematics, Science, and Social Studies. Describe the supplemental intervention services provided before, during, and after the school day for students not meeting grade level standards. Include support personnel that will assist in implementing these strategies/activities.*	Resources/Proposed Funding Sources *Identify the resources needed to implement the strategies, activities, and/or support described in the left hand column.*	Means of Evaluating Progress *Periodic Assessment* *See monitoring indicators from CST section below to increase the median API score.*	Staff Responsible *Who participates and/ or who is responsible for monitoring of the specific strategies/ activities and/or support?*	Start/ Completion Date *Indicate when the strategy will be implemented and projected date of completion.*
The majority of students "strongly agree" or "agree" that they feel safe in their school as indicated on the annual School Experience Survey for Students (School Report Card) 2009 Corona **82.2** ELC **79.3** Hughes **83.9** Ochoa **77.8** ***Students at Escutia PC do not take student survey**	At least 90% of students respond "Strongly Agree" or "Agree"	All Students	Implementation of Safe Schools Plan		• Increased and improved parent partnerships and welcoming environments • Increased external partnerships to support instructional incentives and parent participation support • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home • Increased clear and accurate, updated communication regarding school policy and procedures, between school and home	All Staff School Leadership Council	Start: 9/10 End: 6/11
Decrease the number of suspensions 06-07 83,542 07-08 75,049 08-09 TBD Change TBD 2008 Corona **6** ELC **178** Hughes **17** Ochoa **172**	Lower by 25%	All Students	Implementation of the schoolwide discipline plan (See school plan appendix for details)		• Decrease non-mandatory suspension rates at all schools by 25%. • Increase the number of preventive school-wide discipline plans that are effectively implemented • Team Implementation Checklist • Increase use of Discipline Policy Rubric of Implementation by Support Staff for all cohort schools	All Certificated Staff School Leadership Council	Start: 9/10 End: 6/11
Increase attendance of staff and students 2009 Corona ELC Hughes Ochoa Students 73 69 70 * Staff: 59 59 60 * *data not available *% with 96% or higher attendance	Meet or exceed 96%	All Students All Staff	School developed student and staff attendance recognition program		• Increase attendance incentives/rewards systems • School-wide recognition • Increase attendance incentives/rewards systems • School-wide recognition	All Staff School Leadership Council	Start: 9/10 End: 6/11