

D303 Core Bilingual Literacy Grade K - Yearlong Curriculum							
CUSD 303							
Year: 2011-2012							
KEY: Unless noted otherwise (E=English, S=Spanish), skills are applicable in both English and Spanish literacy							
Content	Subcontent	CC Topics and Anchor Standards	CC Grade Level Standard	Skills Q1	Skills Q2	Skills Q3	Skills Q4
Reading - Literature	Key Ideas and Details	RL1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RL1 With prompting and support, ask and answer questions about key details in a text		RL1 Participate actively in group discussions of stories (whole group, small group, partners)		RL1 Participate actively in group discussions of poems (whole group, small group, partners)
		RL2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RL2 With prompting and support, retell familiar stories, including key details				RL2 With prompting and support, retell familiar stories, including key details
		RL3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text	RL3 With prompting and support, identify characters, setting, and major events in a story		RL3 With prompting and support, identify characters and setting	RL3 With prompting and support, identify major events in a story	
	Craft and Structure	RL4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	RL4 Ask and answer questions about unknown words in a text		RL4 Acquire understanding of new words (vocabulary) in context	RL4 Apply understanding of new words (vocabulary) in discussion of text	RL4 Ask and answer questions about unknown words (vocabulary) in a text
		RL5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, stanza) relate to one another and the whole	RL5 Recognize common types of texts (e.g., storybooks, poems)		RL5 Recognize storybooks		RL5 Recognize poems
		RL6 Assess how point of view or purpose shapes the content and style of a text	RL6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story	RL6 With prompting and support, identify the author and illustrator of a story	RL6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story		
	Integration of Knowledge and Ideas	RL7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RL7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)		RL7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)		
		RL8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RL8 (Not applicable to literature)				
		RL9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories		RL9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories		

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Reading - Literature (cont'd)	Range of Reading and Level of Text Complexity	RL10 Read and comprehend complex literary and informational texts independently and proficiently	RL10 Actively engage in group reading activities with purpose and understanding	RL10 Actively engage in group reading activities with focus on understanding the process of group reading	RL10 Actively engage in group reading activities related to stories with purpose and understanding		RL10 Actively engage in group reading activities related to poems with purpose and understanding
Reading - Informational	Key Ideas and Details	RI1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text	RI1 With prompting and support, ask and answer questions about key details in a text			RI1 With prompting and support, ask and answer questions about key details in a text	
		RI2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas	RI2 With prompting and support, identify the main topic and retell key details of a text				RI2 With prompting and support, identify the main topic and retell key details of a text
		RI3 Analyze how and why characters, events, and ideas develop and interact over the course of a text	RI3 With prompting and support, describe the connection between two characters, events, ideas, or pieces of information in a text				RI3 With prompting and support, describe the connection between two characters, events, ideas, or pieces of information in a text
	Craft and Structure	RI4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone	RI4 With prompting and support, ask and answer questions about unknown words in a text				RI4 With prompting and support, ask and answer questions about unknown words (vocabulary) in a text to shape meaning
		RI5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole	RI5 Identify the front cover, back cover and title page of a book	RI5 Identify the front cover, back cover, and title page of a book			
		RI6 Assess how point of view and purpose shapes the content and style of a text	RI6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text			RI6 Identify the author and illustrator of a text	RI6 Identify the author and illustrator of a text and define the role of each in presenting the ideas or information in a text
		RI7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words	RI7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)				RI7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts)
	Integration of Knowledge and Ideas	RI8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	RI8 With prompting and support, identify the reasons an author gives to support points in a text				RI8 With prompting and support, identify the reasons an author gives to support points in a text
		RI9 Analyze how two or more texts address similar themes or topics to build knowledge or to compare the approaches the authors take	RI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures)				RI9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures)

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Reading - Informational (cont'd)	Range of Reading and Level of Text Complexity	RI10 Read and comprehend complex literary and informational texts independently and proficiently	RI10 Actively engage in group reading activities with purpose and understanding			RI10 Actively engage in group reading activities with purpose and understanding	RI10 Actively engage in group reading activities related to informational text with purpose and understanding
Reading - Foundational	Print Concepts		RF1 Demonstrate understanding of the organization and basic features of print			RF1 Demonstrate understanding of the organization and basic features of print	
			RF1a Follow words from left to right, top to bottom, and page by page		RF1a Follow words from left to right, top to bottom, and page by page		
			RF1b Recognize that spoken words are represented in written language by specific sequences of letters		RF1b Identify concepts of print (e.g., letters, words, spaces)		
			RF1c Understand that words are separated by spaces in print		RF1c Identify concepts of print (e.g., letters, words, spaces)		
			RF1d Recognize and name all upper- and lowercase letters of the alphabet		RF1d Identify all uppercase letters RF1d Identify all lowercase letters		RF1d Name all uppercase letters (E) RF1d Name all lowercase letters (E)
	Phonological Awareness		RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)				RF2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)
			RF2a Recognize and produce rhyming words		RF2a Identify rhyming words in response to an oral prompt (e.g., teacher gives prompt "cat - bat" and asks, "Do they rhyme?") (E)		RF2a Produce a rhyme to a given prompt (e.g., teacher says "cat," and student says "bat") (E)
			RF2b Count, pronounce, blend, and segment syllables in spoken words	RF2b Count and pronounce syllables in spoken words	RF2b Blend and segment syllables in spoken words		
						1ASLA Blend orally two syllables to form two syllable words (e.g., /pa /- /to/ = pato) (S)	1ASLA Blend orally to form multi-syllabic words (e.g., /ma/ - /ri/ - /po/ - /sa/ = mariposa) (S)
						1ASLA Segment orally multi-syllabic words (e.g., mariposa = /ma/ - /ri/ - /po/ - /sa/) (S)	1ASLA Manipulate syllables orally to form new words by substituting syllables (e.g., masa to tasa) (S)
			RF2c Blend and segment onsets and rimes of single-syllable spoken words			RF2c Blend and segment onsets and rimes of single-syllable spoken words (E)	
			RF2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words (This does not include CVC's ending with /l/, /r/, or /x/)		RF2d Identify ending sounds in one-syllable words (E)	RF2d Orally blend phonemes/sounds to form one-syllable words (e.g., /c/-/a/-/t/ = cat) (E)	RF2d Orally segment one-syllable words into separate phonemes/sounds (e.g., cat = /c/-/a/-/t/) (E)
			RF2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words				RF2e Orally manipulate phonemes/sounds to form new words by substituting sounds (e.g., cat, bat) (E)

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Reading - Foundational (cont'd)	Phonological Awareness (cont'd)						RF2e Orally manipulate phonemes/sounds to form new words by adding sounds (e.g., -at, cat) (E)
	Phonics and Word Recognition		RF3 Know and apply grade-level phonics and word analysis skills in decoding words				RF3 Know and apply grade-level phonics and word analysis skills in decoding words
			RF3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant	RF3a Produce any 8 consonant sounds (ISEL benchmark) RF3a Identify beginning sounds in one-syllable words (E)		RF3a Produce any 20 consonant sounds (ISEL benchmark) (E)	RF3a Produce all consonant sounds (ISEL benchmark) (E) RF3a Decode simple words using phonics skills (E)
				1ASLA Apply phonics to produce sounds that include A, a /a/, E, e, /e/, I, i, /i/, O, o, /o/, U, u, /u/, M, m, /m/, P, p, /p/ (S)	1ASLA Apply phonics to produce sounds that include T, t, /t/, L, l, /l/, S/Z, s/z, /s/, N, n, /n/, D, d, /d/ (S)	1ASLA Apply phonics to produce sounds that include V, v, /v/, F, f, /f/, B, b, /b/, R, r, /r/, J, j, /j/, Y, y, /y/, Ch, ch, /ch/ (S)	1ASLA Apply phonics to produce sounds that include Ñ, ñ, /ñ/, Ll, ll, /ll/, G, g, /g/, /j/, C/K, c/k, /c/, /s/, Q, q, /k/, H, h, W, w, /w/ (S)
			RF3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels				RF3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels (ie, single letter as in me, no, music; see appendix page 21) (E)
			RF3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does)		RF3c Read 10 Dolch sight words in isolation (E)		RF3c Read 20 Dolch sight words in isolation (E)
			RF3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ				RF3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ
	Fluency		RF4 Read emergent-reader texts with purpose and understanding	RF4 Read emergent reader texts in Level A (CUSD 303 Grade-Level Benchmark) (E)		RF4 Read emergent-reader texts in Level B (CUSD 303 Grade-Level Benchmark) (E)	RF4 Read emergent-reader texts in Level C (CUSD 303 Grade-Level Benchmark) (E)
Writing	Text Types and Purposes	W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	W1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which students tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., "My favorite book is)	W1 Tell opinions about stories (e.g., "My favorite book is ...")	W1 Compose opinion pieces (through a combination of drawing and dictating) telling a reader the topic or the name of the book students are writing about and stating an opinion or preference about the topic or book (e.g., "My favorite books is)		
		W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	W2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic			W2 Tell what the pictures or words mean to the student and supply some information about the topic	W2 Compose informative/explanatory texts through a combination of drawing, dictating, and writing in which students name what they are writing about and supply some information about the topic

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Writing <i>(cont'd)</i>	Text Types and Purposes <i>(cont'd)</i>	W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened	W3 Tell about a single event or several loosely linked events	W3 Draw and/or dictate to narrate a single event or several loosely linked events and tell about the events in the order in which they occurred	W3 Compose a narrative piece through a combination of drawing, dictating, and writing to tell about a single event or several loosely linked events, in the order in which they occurred, and provide a reaction to what happened	
	Production and Distribution of Writing	W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience	W4 (Begins in grade 3)				
		W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	W5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed		W5 With guidance and support, respond to questions and suggestions from peers	W5 With guidance and support, respond to questions and suggestions from peers and add details to strengthen writing as needed	
		W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	W6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers		W6 With guidance and support, explore a variety of digital tools	W6 With guidance and support, explore a variety of digital tools to produce writing	W6 With guidance and support, explore a variety of digital tools to produce and publish writing, including in collaboration with peers
	Research to Build and Present Knowledge	W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	W7 Participate in shared research and writing projects (e.g., explore several books by a favorite author and express opinions about them)			W7 Participate in shared research projects (e.g., explore several books by a favorite author and express opinions about them)	W7 Participate in shared research and writing projects (e.g., explore several books by a favorite author and express opinions about them)
		W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	W8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a questions				W8 With guidance and support, recall information from experiences or gather information from provided sources to answer questions
		W9 Draw evidence from literacy or informational texts to support analysis, reflection, and research	W9 (Begins in grade 4)				
	Range of Writing	W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	W10 (Begins in grade 3)				2BSLA Create a grade appropriate piece reflecting Spanish norms and rules (S)
	Speaking and Listening	Comprehension and Collaboration	SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing students' own clearly and persuasively	SL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups			SL1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
			SL1a Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion)	SL1a Apply agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion)			
			SL1b Continue a conversation through multiple exchanges		SL1b Contribute to a conversation through multiple exchanges		

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Speaking and Listening (cont'd)	Comprehension and Collaboration (cont'd)	SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	SL2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood		SL2 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details	SL2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details	SL2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood
		SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	SL3 Ask and answer questions to seek help, get information, or clarify something that is not understood				SL3 Ask and answer questions to seek help, get information, or clarify something that is not understood
	Presentation of Knowledge and Ideas	SL4Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to the task, purpose, and audience	SL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail		SL4 Describe familiar people, places, and things	SL4 Describe familiar people, places, things, and events	SL4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail
		SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	SL5 Add drawings or other visual displays to descriptions as desired to provide additional detail				SL5 Add drawings or other visual displays to descriptions as desired to provide additional detail
		SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English and Spanish when indicated or appropriate	SL6 Speak audibly and express thoughts, feelings, and ideas clearly		SL6 Speak with confidence and appropriate volume	SL6 Tell about a topic or story with enthusiasm	SL6 Speak audibly and express thoughts, feelings, and ideas clearly
Language	Conventions of Standard English and Spanish	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking	L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking				L1 Demonstrate command of the conventions of standard English and Spanish grammar and usage when writing or speaking
			L1a Print many upper - and lowercase letters				L1a Print many upper - and lowercase letters
			L1b Use frequently occurring nouns and verbs	L1b Identify a noun	L1b Identify a verb		
			L1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)		L1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)		
							1ASLA Add s or -es orally to form plural tenses of words (e.g., gato to gatos) (S)
							4ASLA Articulate agreement between definite articles and nouns (e.g., el gato, la chica) (S)
			L1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)		L1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)		

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Language (cont'd)	Conventions of Standard English and Spanish (cont'd)		L1e Use most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)				L1e Use most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
			L1f Produce and expand complete sentences in shared language activities			L1f Construct a simple sentence of three or more words using developmental spelling	L1f Produce and expand complete sentences in shared language activities
		L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing				L2 Demonstrate command of the conventions of standard English and Spanish capitalization, punctuation, and spelling when writing
			L2a Capitalize the first word in a sentence and the pronoun I				L2a Capitalize the first word in a sentence and the pronoun I
			L2b Recognize and name end punctuation			L2b Recognize and name end punctuation	
			L2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)				L2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)
			L2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships	L2d Construct words with beginning sounds (Late Emergent Words Their Way, benchmark)		L2d Construct words with beginning and ending sounds using developmental spelling (Early Letter Name Alphabetic Words Their Way benchmark)	L2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships (Middle Letter Name Alphabetic Words Their Way benchmark)
	Knowledge of Language	L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices to meaning or style, and to comprehend more fully when reading or listening	L3 (Begins in grade 2)				
	Vocabulary Acquisition and Use	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in kindergarten reading and content				L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases in kindergarten reading and content
			L4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)			L4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)	
			L4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un, pre-, -ful, -less) as a clue to the meaning of an unknown word				L4b Apply understanding of the most frequently occurring word endings (e.g., -s, -es, -ed, -ing) as a clue to the meaning of an unknown word
		L5 Demonstrate understanding of word relationships and nuances in word meanings	L5 With guidance and support from adults, explore word relationships and nuances in word meanings				L5 With guidance and support from adults, explore word relationships and nuances in word meanings

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Language (cont'd)	Vocabulary Acquisition and Use (cont'd)		L5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent		L5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent		
			L5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)				L5b Relate frequently occurring verbs and adjectives to their opposites (antonyms)
			L5c Identify real-life connections between words and their use (e.g., note places at school that are colorful)				L5c Identify real-life connections between words and their use (e.g., note places at school that are colorful)
			L5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings			L5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings	
		L6 Acquire and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge	L6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts				L6 Apply knowledge of words and phrases acquired through conversations, reading and being read to, and responding to texts