<table>
<thead>
<tr>
<th>Big Ideas</th>
<th>Selected Readings of Complex Texts</th>
<th>Standards</th>
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<tbody>
<tr>
<td><strong>ENDURING UNDERSTANDING:</strong> Humans and Animals go through various stages of growth and development. <strong>ESSENTIAL QUESTION:</strong> • How are animals different from humans? How are they the same? • What is the difference between farm animals and zoo animals? • How am I special?</td>
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<td><strong>EXTENDED TEXT(S):</strong> <strong>Unit 6: Wild, Wooly, Wonderful</strong> • <em>Language Book: Hide and Seek</em> by Barbara Wood T21 • <em>Fiction: Here Come Poppy and Max</em> by Lindsey Gardiner T5</td>
<td><strong>Unit 7: Look at Me!</strong> • <em>Language Book: What Is It?</em> by Esther Kim Choi T63 • <em>Nonfiction: The Body Book</em> by Shelley Rotner and Stephen Calcagnino T49 • <em>Nonfiction: To Be a Kid</em> by Maya Ajmera and John D. Ivanko T73</td>
<td><strong>Unit 8: Oink! Quack! Moo!</strong> • <em>Language Book: Baby Animals</em> by Margie Sigman T107 • <em>Fiction: Silly Little Goose</em> by Nancy Tafuri T93 • <em>Nonfiction: Changes</em> by Marjorie N. Allen and Shelley Rotner T117</td>
</tr>
<tr>
<td><strong>SUPPLEMENTARY TEXT &amp; MEDIA:</strong></td>
<td><strong>SUPPLEMENTARY TEXT &amp; MEDIA:</strong></td>
<td><strong>Listening and Speaking</strong></td>
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<td><strong>Unit 6: Wild, Wooly, Wonderful</strong> • <em>Who Lives at the Zoo</em> by Mark Macey NL • <em>Who Looks After Me?</em> by Dimi Stanos NL • <em>In the Tree</em> by Zoe Sharp NL • <em>What Can a Diver See?</em> by Jacob Fink DRA2 • <em>What Lives in a Swamp?</em> by Jacob Fink DRA2 • <em>On the Rocks</em> by Marvin Buckley DRA1 • <em>Plants and Animals Live Here</em> by George Wong DRA2 • <em>Our New Puppy</em> by Trent Johnson DRA2 • <em>Who Lives Here?</em> by Sue Whiting DRA2 • <em>Language Songs: CD2 Big Book: T60</em> • <em>Kidspiration CD-ROM Picture Libraries: Vocabulary &amp; Writing</em> • <em>Alphachant Kit</em></td>
<td><strong>Reading</strong></td>
<td><strong>Writing</strong></td>
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<tr>
<td><strong>Unit 7: Look at Me!</strong> • <em>Look at Me</em> by Jan Pritchett NL • <em>Feelings</em> by Jan Pritchett NL • <em>My Five Senses</em> by Zoe Sharp NL • <em>Toys Can Move</em> by Karl Jensen NL • <em>Go Teddy</em> by Caroline Candusio DRA1 • <em>See the Boats Go!</em> by Leilani Matai DRA2 • <em>Language Songs: CD2 Big Book: T60</em> • <em>Kidspiration CD-ROM Picture Libraries: Vocabulary &amp; Writing</em> • <em>Alphachant Kit</em></td>
<td><strong>Target:</strong></td>
<td><strong>Listening and Speaking</strong></td>
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<tr>
<td><strong>Unit 8: Oink! Quack! Moo!</strong> • <em>At the Playground</em> by Terry O’Brady NL • <em>Language Songs: CD2 Big Book: T104</em> • <em>Kidspiration CD-ROM Picture Libraries: Vocabulary &amp; Writing</em> • <em>Alphachant Kit</em></td>
<td><strong>Complementary:</strong></td>
<td><strong>Listening and Speaking</strong></td>
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<td><strong>Constant throughout the year:</strong></td>
<td><strong>Listening and Speaking</strong></td>
<td><strong>Language</strong></td>
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**TUSD CURRICULUM MAP**

**English Language Development Kindergarten Quarter 3**

**Unifying Concept: Living Things**
Research component:
- Unit 6: Wild, Woolly, Wonderful
  - Describe a picture T24. As a whole group, students will describe what they see in pictures.
  - Create graphic organizer to compare characters. T30
  - The students will list what they already know about animals (sharing knowledge with friends), ask questions, research, and record answers on chart. T41

- Unit 7: Look at Me!
  - Generate Ideas: Discuss common illness that friends, school workers, or family have experienced. T68

- Unit 8: Oink! Quack! Moo!
  - Evaluate Illustrations as photographs or drawings. T119

English at Your Command
- Chapter 5 The Research Process 24 Look it Up Big book page 54

Informative and Explanatory Component:
- Unit 6: Wild, Woolly, Wonderful
  - After reading Here Come Poppy and Max by Lindsey Gardiner, students will draw and label an animal. Then the student will act out the animal’s behavior (for example, waddle like a penguin). T6, T39
  - Write News. As a whole group, students will give information (write news) about a class pet or pet from home. T34
  - Independently, students will draw and describe where they have seen animals (Teacher Resource Book master 48). T43

- Unit 7: Look at Me!
  - After reading The Body Book by Shelley Rotner and Stephen Calcagnino, students will draw and write about their favorite action from the book. T50
  - Whole group will write a get-well card soon card for someone ill. T68
  - Write a Letter (whole group). T78

- Unit 8: Oink! Quack! Moo!
  - Write an informational sentence (Teacher Resource Book Master 63). T131

English at Your Command
- Chapter 4 The Writing Process T19-23 Big Book 40-53

Interdisciplinary Connections:
Avenues Unit 6: Wild, Woolly, Wonderful
- Science
  - Sort animal picture cards (for example wild/pet). T15 (I-L-2:HI-1)
  - Learn and describe animal body parts. T26 (I-LS-2:HI-9, I-L-2:HI-1)
- Social Studies
  - Invite local veterinarian. T17 (I-L-1(Q):HI-1)
  - Describe pictures of people working or playing with animals. T24 (I-LS-2:HI-9)

Avenues Unit 7: Look at Me!
- Science
  - Learn and describe body parts. T60 (I-LS-2:HI-9, I-L-2:HI-1)
  - Tactile Tellings T77 (I-LS-2:HI-9, I-L-2:HI-1, I-L-2:HI-6)
- Social Studies
  - Invite local health practitioner. T59 (I-L-1(Q):HI-1)
  - Learn about doctor tools (equipment). T60 (I-L-2:HI-5, I-L-2:HI-6)
  - Words for feelings T80 (I-L-2:HI-6)

Avenues Unit 8: Oink! Quack! Moo!
- Science
  - Learn the names of baby animals. T104 (I-L-2:HI-5)
- Social Studies
  - Learn about animal products (eggs, wool, etc.). (I-L-2:HI-5)

Additional Science Resource options:
- Arizona Geographic Alliance (AzGA) On-line GEO Literacy Lessons
  Link: http://geoalliance.asu.edu/
Performance Assessment:
Summative
Writing Assessment: Informative and Explanatory Prompt: After reading *Silly Little Goose* by Nancy Tafuri, write about the following: *Where was the best home for Silly Little Goose in the story. Explain why this is the best home.* Teacher assessed based on writing rubric.

### Formative

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<tr>
<th>Unit</th>
<th>Progress Check</th>
<th>Vocabulary Assessment</th>
<th>Phonological and Phonemic Awareness Diagnostic &amp; Assessment</th>
<th>Writing Assessment</th>
<th>Concepts of Print Assessment</th>
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<tbody>
<tr>
<td>Unit 6</td>
<td><strong>Avenues</strong> Vol. 2 T 2, 11, 12, 15, 16, 21, 26, 30, 33, 36</td>
<td><strong>Avenues</strong> Vol. 2 T44 Program Guide &amp; Assessment Handbook T 43</td>
<td><strong>Phonological and Phonemic Awareness</strong> Alphachant T220-223</td>
<td><strong>Daily Shared Writing, Interactive writing, Daily Personal Response using Literature Journal</strong></td>
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<td><strong>Language Assessments:</strong> Program Guide &amp; Assessment Handbook T49</td>
<td><strong>Progress Test</strong> Alphachant T32, T82, 124, 158, 200</td>
<td><strong>Independent Writing</strong> T 43</td>
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<td><strong>Avenues</strong> Vol. 2 T 60, 70, 74, 80</td>
<td><strong>Avenues</strong> Vol. 2 T88 Program Guide &amp; Assessment Handbook T 44</td>
<td><strong>Letter-Sound Assessment</strong> Alphachant T224-226</td>
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<td><strong>Language Assessments:</strong> Program Guide &amp; Assessment Handbook T50</td>
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<td>Unit 7</td>
<td><strong>Avenues</strong> Vol. 2 T 46, 55, 56, 60, 70, 74, 80</td>
<td><strong>Avenues</strong> Vol. 2 T132 Program Guide &amp; Assessment Handbook T45</td>
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<td><strong>Language Assessments:</strong> Program Guide &amp; Assessment Handbook T46</td>
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<td>Unit 8</td>
<td><strong>Avenues</strong> Vol. 2 T 90, 98, 100, 103, 104, 109, 114, 118, 121, 124</td>
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<td><strong>Avenues</strong> Vol. 2 T 132 Program Guide &amp; Assessment Handbook T45</td>
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Program Guide & Assessment Handbook T52

- Daily Shared Writing, Interactive writing, Daily Personal Response using Literature Journal
- **Independent Writing** T87

- After reviewing Picture Perfect Word Book pg. 46-7, students will use a graphic organizer to describe what they see, smell, hear, feel and taste while peeling and eating an orange. T70
- **Independent Writing** T87

- Daily Shared Writing, Interactive writing, Daily Personal Response using Literature Journal
- **Independent Writing** T131