

Activity Name	Letter Writing	Acculturation	Safe Space
History-Social Science Content Standards (LAUSD Grades 1-6)			
1.1.2 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”		✓	✓
1.2.4 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation	✓		
1.4.1 Examine the structure of schools and communities in the past	✓	✓	✓
1.4.3 Recognize similarities and differences of earlier generations in such areas as work (inside and outside of the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore	✓	✓	✓
1.5.1 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	✓	✓	✓
1.5.2 Understand the ways in which American Indians and immigrants have helped define Californian and American culture	✓	✓	✓
1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore		✓	
2.1.1 Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents	✓		
2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians	✓	✓	✓
2.2.3 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			
3.3.1 Research the explorers who visited here, the new comers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions	✓	✓	
3.3.2 Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship			
3.3.3 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	✓	✓	✓
3.5.2 Understand that some goods are made locally, some elsewhere in the United States, and some abroad		✓	
4.3.2 Compare how and why people traveled to California and the routes they traveled	✓		
4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment	✓	✓	✓
4.3.4 Study the lives of women who helped build early California			

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4.4.1. 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	✓		
4.4.2 Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns, and economic conflicts between diverse groups of people	✓	✓	✓
4.4.3 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; and conflicts and accords among the diverse groups (e.g. the 1882 Chinese Exclusion Act)	✓	✓	✓
4.4.4 Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g. Los Angeles)	✓	✓	✓
4.4.5 Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California	✓		
English-Language Arts Content Standards (LAUSD Grades 1-6)			
Reading			
1.1.1 Match oral words to printed words	✓	✓	
1.1.3 Identify letters, words, and sentences	✓	✓	✓
1.1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns (i.e. phonograms), and blend those sounds into recognizable words			
1.1.11 Read common, irregular sight words			
1.1.13 Read compound words and contraction	✓	✓	✓
1.1.14 Read inflectional forms (e.g., -s, -ed, -ing) and root words (e.g., look, looked, looking)	✓	✓	✓
1.1.15 Read common word families (e.g., -ite, -ate)	✓	✓	✓
1.1.16 Read aloud with fluency in a manner that sounds like natural speech	✓	✓	✓
1.1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys)	✓	✓	✓
1.2.1 Identify text that uses sequence or other logical order		✓	
1.2.2 Respond to <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>how</i> questions	✓	✓	✓
1.2.3 Follow one-step written instructions	✓	✓	✓
1.2.4 Use context to resolve ambiguities about word and sentence meanings	✓	✓	✓
1.2.6 Relate prior knowledge to textual information	✓	✓	✓
1.2.7 Retell the central ideas of simple expository or narrative passages	✓	✓	✓
2.1.2 Apply knowledge of basic syllabication rules when reading (e.g., <i>vowel-consonant-vowel = su/per</i> ; <i>vowel-consonant-consonant-vowel = sup/per</i>)			
2.1.5 Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals			
2.1.6 Read aloud fluently and accurately and with appropriate intonation and expression	✓	✓	✓
2.1.8 Use knowledge of individual words in unknown compound words to predict their meaning			

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2.1.10 Identify simple multiple-meaning words	✓	✓	✓
2.2.1 Use titles, tables of contents, and chapter headings to locate information in expository text	✓	✓	✓
2.2.2 State the purpose in reading (i.e., tell what information is sought)	✓	✓	✓
2.2.3 Use knowledge of the author's purpose(s) to comprehend information text			
2.2.4 Ask clarifying questions about essential textual elements of exposition (e.g., <i>why, why if, how</i>)	✓	✓	✓
2.2.5 Restate facts and details in the text to clarify and organize ideas	✓	✓	✓
2.2.7 Interpret information from diagrams, charts, and graphs			
2.2.8 Follow two-step written instructions	✓	✓	✓
3.1.1 Know and use complex word families when reading (e.g., <i>-ight</i>) to decode unfamiliar words			
3.1.2 Decode regular multisyllabic words			
3.1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression	✓		
3.1.5 Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., <i>dog/mammal/animal/living things</i>)			
3.1.6 Use sentence and word context to find the meaning of unknown words	✓	✓	✓
3.1.7 Use a dictionary to learn the meanings and other features of unknown words	✓	✓	✓
3.2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text	✓	✓	✓
3.2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text	✓	✓	✓
3.2.3 Demonstrate comprehension by identifying answers in the text	✓	✓	✓
3.2.5 Distinguish the main idea and supporting details in expository text	✓		
3.2.6 Extract appropriate and significant information from the text, including problems and solutions	✓	✓	✓
3.2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game)	✓	✓	✓
3.3.4 Determine the underlying theme or author's message in fiction and nonfiction text	✓		
4.1.1 Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression	✓	✓	✓
4.1.6 Distinguish and interpret words with multiple meanings	✓	✓	✓
4.2.1 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	✓	✓	✓
4.2.2 Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment)	✓	✓	✓
4.2.3 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	✓	✓	✓
4.2.6 Distinguish between cause and effect and between fact and opinion in expository text	✓	✓	✓

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4.2.7 Follow multiple-step instructions in a basic technical manual			
5.1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression	✓	✓	✓
5.2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable		✓	
5.2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that support those ideas	✓	✓	✓
5.2.4 Draw inferences, conclusions, or generalizations about text and support them with text evidence and prior knowledge	✓	✓	✓
5.2.5 Distinguish facts, supported inferences, and opinions in text	✓	✓	✓
6.1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression	✓	✓	✓
Writing			
1.1.1 Select a focus when writing	✓	✓	✓
1.1.2 Use descriptive words when writing	✓	✓	✓
1.1.3 Print legibly and space letters, words, and sentences appropriately	✓	✓	✓
1.2.1 Write brief narratives describing an experience	✓	✓	✓
1.2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details	✓	✓	✓
2.1.2 Create readable documents with legible handwriting	✓	✓	✓
2.2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature	✓		
3.1.1. Create a single paragraph: a) Develop a topic sentence; b) Include simple supporting facts and details	✓	✓	✓
3.2.3 Write personal and formal letters, thank-you notes, and invitations: a) Show awareness of the knowledge and interest of the audience and establish a purpose and context; b) Include the date, proper salutation, body, closing and signature	✓		
4.1.2 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 information			
4.1.5 Quote or paraphrase information sources, citing them appropriately			
4.1.6 Locate information in reference texts by using organizational features	✓		
5.1.2 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			

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5.1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information	✓	✓	✓
Written and Oral English Language Conventions			
1.1.1 Write and speak in complete, coherent sentences	✓	✓	✓
1.1.2 Identify and correctly use singular and plural nouns	✓	✓	✓
1.1.3 Identify and correctly use contractions (e.g. isn't, aren't, can't, won't) and singular possessive pronouns (e.g., my/mine, his/hers, hers, your/s) in writing and speaking	✓	✓	✓
1.1.5 Use a period, exclamation point, or question mark at the end of sentences	✓	✓	✓
1.1.6 Use knowledge of the basic rules of punctuation and capitalization when writing	✓	✓	✓
1.1.7 Capitalize the first word of a sentence, names of people, and the pronoun <i>I</i>	✓	✓	✓
1.1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly	✓	✓	✓
2.1.1 Distinguish between complete and incomplete sentences	✓		✓
2.1.2 Recognize and use the correct word order in written sentences	✓	✓	✓
2.1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking	✓	✓	✓
2.1.4 Use commas in the greeting and closure of a letter and with dates and items in a series	✓		
2.1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people	✓	✓	✓
2.1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>)	✓	✓	✓
3.1.1 Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking	✓	✓	✓
3.1.2 Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking	✓	✓	✓
3.1.3 Identify and use past, present, and future verb tenses properly in writing and speaking	✓	✓	✓
3.1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences	✓	✓	✓
3.1.5 Punctuate dates, city and state, and titles of books correctly			
3.1.6 Use commas in dates, locations, and addresses and for items in a series	✓	✓	✓
3.1.7 Capitalize geographical names, holidays, historical periods, and special events correctly	✓	✓	✓
3.1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patters (e.g., <i>qu</i> , consonant doubling, changing the ending of a word from <i>-y</i> to <i>-ies</i> when forming the plural), and common homophones (e.g., hair-hare)	✓	✓	✓
4.1.1 Use simple and compound sentences in writing and speaking	✓	✓	✓
4.1.3 Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking	✓	✓	✓
4.1.4 Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions			

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5.1.1 Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas	✓	✓	✓
5.1.2 Identify and correctly use verbs that are often misused (e.g., <i>lie/lay, sit/set, rise/raise</i>), modifiers, and pronouns	✓	✓	✓
5.1.4 Use correct capitalization	✓	✓	✓
6.1.1 Use simple, compound, and compound-complex sentences; use effective coordination and subordination of ideas to express complete thoughts	✓	✓	✓
6.1.2 Identify and properly use indefinite pronouns and present perfect, past perfect, and future perfect verb tenses; ensure that verbs agree with compound subjects	✓	✓	✓
6.1.3 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	✓	✓	✓
6.1.4 Use correct capitalization	✓	✓	✓
6.1.5 Spell frequently misspelled words correctly (e.g., <i>their, they're, there</i>)	✓	✓	✓
Listening and Speaking			
1.1.1 Listen attentively	✓	✓	✓
1.1.2 Ask questions for clarification and understanding	✓	✓	✓
1.1.3 Give, restate, and follow simple two-step directions	✓	✓	✓
1.1.5 Use descriptive words when speaking about people, places, things, and events	✓	✓	✓
1.2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why</i> and <i>how</i> questions	✓	✓	✓
1.2.3 Relate an important life event or personal experience in a simple sentence	✓	✓	✓
1.2.4 Provide descriptions with careful attention to sensory detail	✓	✓	✓
2.1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment)	✓	✓	✓
2.1.2 Ask for clarification and explanation of stories and ideas	✓	✓	✓
2.1.3 Paraphrase information that has been shared orally by others	✓	✓	✓
2.1.4 Give and follow three- and four-step oral directions	✓	✓	✓
2.1.7 Recount experiences in a logical sequence	✓	✓	✓
2.2.1 Recount experiences or present stories: a) Move through a logical sequence of events; b) Describe story elements (e.g., characters, plot, setting)	✓		
3.1.1 Retell, paraphrase, and explain what has been said by a speaker	✓		
3.1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker	✓		
3.1.3 Respond to questions with appropriate elaboration	✓	✓	✓
3.1.7 Use clear and specific vocabulary to communicate ideas and establish the tone	✓	✓	✓
4.1.1 Ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings	✓		

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4.1.8 Use details, examples, anecdotes, or experiences to explain or clarify information	✓	✓	✓
5.1.1 Ask questions that seek information not already discussed	✓	✓	✓
5.2.2 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	✓	✓	✓
6.1.3 Restate and execute multiple-step oral instructions and directions	✓	✓	✓