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## Hello, Educator!

Your time is important, so Amplify created the Amplify CKLA Teacher Planner to assist you in planning daily, weekly, and unit-level instruction. The Teacher Planner brings together several resources, including yearly pacing guides, individual lessons and objectives, standards alignments and checklists, and much more. This planner was designed with you in mind—to ensure that your planning is easy and efficient.

Each page in the Lesson Planning Pages includes five days of Amplify CKLA instruction, listing brief lesson objectives, formative assessment objectives, and lesson standards. In each two-page spread, both Skills and Knowledge daily lessons are listed. There is space in each lesson for your own notes. Another feature on the lesson pages is a chart from the Year-Long Pacing Guide to help keep you on track during the school year.

#### Below is a list of the resources in the planner:

- Year-long Pacing Guide
- Lesson Planning Pages

#### **Additional Resources:**

- Spelling Word List
- Master Supply List
- Standards Alignments
- · Standards Checklist
- · Four-Year Calendar
- Contacts
- Notes

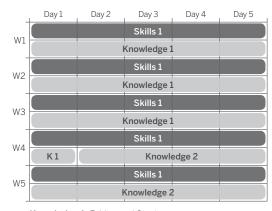
# Lesson Planning

PreK	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
All About Me	Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales	Classic Tales	Personal Narratives	Personal Narratives
Families and Communities	The Five Senses	The Human Body	Early Asian Civilizations	Animal Classification	Empires in the Middle Ages	Early American Civilizations
Animals	Stories	Different Lands, Similar Stories	The Ancient Greek Civilization	The Human Body: Systems and Senses	Poetry	Poetry
Plants	Plants	Early World Civilizations	Greek Myths	The Ancient Roman Civilization	Eureka! Student Inventor	Adventures of Don Quixote
Habitats	Farms	Early American Civilizations	The War of 1812	Light and Sound	Geology	The Renaissance
Classic Tales	Native Americans	Astronomy	Cycles in Nature	The Viking Age	Contemporary Fiction: The House on Mango Street	The Reformation
Important People in American History	Kings and Queens	The History of the Earth	Westward Expansion	Astronomy: Our Solar System and Beyond	American Revolution	A Midsummer Night's Dream
	Seasons and Weather	Animals and Habitats	Insects	Native Americans: Regions and Cultures	Treasure Island	Native Americans
	Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War	Early Explorations of North America		Chemical Matter
	Colonial Towns and Townspeople	A New Nation: American Independence	Human Body: Building Blocks and Nutrition	Colonial America		
	Taking Care of the Earth	Frontier Explorers	Immigration	Ecology		
	Presidents and American Symbols		Fighting for a Cause			

#### Grade 1 Pacing Guide



# WEEK ONE



**Knowledge 1:** Fables and Stories **Knowledge 2:** The Human Body

#### Skills 1

Lesson 1 Review: Back-to-School

- Orally blend and segment single-syllable words
- · Write certain upper- and lowercase letters
- Decode CVC words using /a/

Formative Assessment: None

RF.1.2b, RF.1.2c, RF.1.2d, L.1.1a, RF.1.3b

#### Skills 1

Lesson 2 Review: Back-to-School

- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- Decode CVC words

Formative Assessment: None

RF.1.3a, L.1.1a, RF.1.3b

#### 5 Skills 1

Lesson 3 Review: Back-to-School

- Orally blend and segment single-syllable words
- Identify basic code letter-sound correspondences
- Decode and write CVC words
- Read Tricky Words a, I
- Identify common nouns that name a person

Formative Assessment: None

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3b, RF.1.3g, L.1.1b

#### Skills 1

Lesson 4 Review: Back-to-School

- Orally blend and segment single-syllable words
- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- · Decode and write CVC words and phrases

Formative Assessment: None

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, L.1.1a, RF.1.3b

#### ) Skills 1

Lesson 5 Review: Back-to-School

- Identify common nouns that name a person
- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- Decode CVC words and phrases
- Read Tricky Words no, so, of

Formative Assessment: None

L.1.1b, RF.1.3a, L.1.1a, RF.1.3b, RF.1.3g

Lesson 1 The Boy Who Cried Wolf

- Identify characters, setting, plot, moral of fable
- Word Work: startled
- · Act out main events of a fable

Formative Assessment: Exit Pass

RL.1.3, L.1.5, L.1.5c, RL.1.2

#### Z Knowledge 1

Lesson 2 The Maid and the Milk Pail

- · Review characteristics of fables
- Identify characteristics of fables
- Word Work: balanced
- Use graphic organizer to summarize events

Formative Assessment: AP 2.2

RL.1.3, L.1.5, L.1.5c, W.1.8

#### 5 Knowledge 1

**Lesson 3** The Goose and the Golden Eggs

- · Review characteristics of fables
- Identify and explain moral of a fable
- Word Word: greedy
- · Identify beginning, middle, end of fable

Formative Assessment: Exit Pass

RL.1.3, RL.1.9, L.1.5, L.1.5c, RL.1.2, SL.1.5

#### + Knowledge 1

Lesson 4 The Dog in the Manger

- Review characteristics of fables
- · Identify and explain moral of fable
- Word Word: budge
- Use graphic organizer to identify personification

**Formative Assessment:** AP 4.1

RL.1.3, L.1.5, L.1.5c, W.1.8

#### ) Knowledge 1

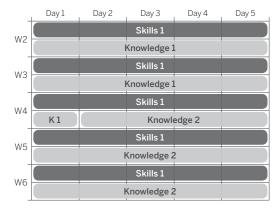
Lesson 5 The Wolf in Sheep's Clothing

- Review characteristics of fables
- · Identify examples of personification
- Word Work: disguise; demonstrate understanding of phrase a wolf in sheep's clothing
- Use appropriate article (a, the) to describe images

**Formative Assessment:** AP 5.1

RL.1.3, RL.1.7, L.1.5, L.1.5c, L.1.1, L.1.1h

# WEEK TWO



Knowledge 1: Fables and Stories Knowledge 2: The Human Body

Skills 1

**Lesson 6** Placement Assessment: Word Recognition

• Read simple texts orally

Formative Assessment: None

RF.1.4b

Skills 1

**Lesson 7** Placement Assessment: Story Reading

Read simple texts orally

Formative Assessment: None

RF.1.4b

#### $\int$ Skills 1

**Lesson 8** Placement Assessment: Individual Assessments

Read simple texts orally

Formative Assessment: None

RF.1.4b

Skills 1

**Lesson 9** Placement Assessment: Individual Assessments

· Read simple texts orally

Formative Assessment: None

RF.1.4b

Skills 1

**Lesson 10** Placement Assessment: Individual Assessments

· Read simple texts orally

Formative Assessment: None

RF.1.4b

**Lesson 6** The Fox and the Grapes

- · Review characteristics of fables
- Explain motivation of main character and how it relates to the moral
- Word Work: bunch; demonstrate understanding of phrase sour grapes
- Illustrate and describe moral

Formative Assessment: Exit Pass

RL.1.3, SL.1.2, L.1.5, L.1.5c, W.1.8

<u>Z</u>	Knowledge 1	
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#### Knowledge 1

**Lesson 7** The Little Half-Chick (Medio Pollito)

- Review characteristics of fables
- Identify characteristics of stories
- Word Word: waste; demonstrate understanding of phrase Do unto others...
- Sequence events of a folktale

**Formative Assessment:** AP 7.2

RL.1.3. L.1.5. L.1.5c. RL.1.2. RL.1.7

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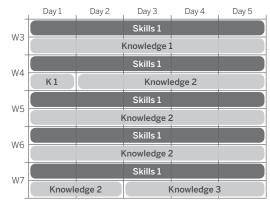
Lesson 8 The Crowded, Noisy House

- Review characteristics of stories
- Identify moral in a folktale
- Word Work: advice
- Use graphic organizer to identify story elements

Formative Assessment: Exit Pass

RL.1.3, RL.1.1, L.1.5, L.1.5c, W.1.8

# WEEK THREE



Knowledge 1: Fables and Stories Knowledge 2: The Human Body

**Knowledge 3:** Different Lands, Similar Stories

#### Skills 1

**Lesson 11** Review: Advanced Code and Tricky Words

- Orally blend and segment single-syllable words
- Identify spelling alternative letter-sound correspondences
- Decode and spell CVC words
- Differentiate between voiced and unvoiced phonemes
- Read Tricky Words is, to

Formative Assessment: Observation

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3b, L.1.1d, RF.1.3, RF.1.3g

#### Skills 1

Lesson 12 Review: Basic Code

- Orally blend and segment single-syllable words
- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- Decode and spell CV and CVCC words

Formative Assessment: Observation, AP 12.2

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, L.1.1a, RF.1.3b, L.1.2d

#### 5 Skills 1

**Lesson 13** Review: Basic Code and Tricky Words

- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- Read Tricky Words all, some
- Spell CVC and CCVC words

Formative Assessment: None

RF.1.3a, L.1.1a, RF.1.3g, RF.1.3b, L.1.2d

#### Skills 1

**Lesson 14** Review: Basic Code, Nouns, and Tricky Words

- Orally blend and segment single-syllable words
- · Decode CVC and CCVC words
- Identify common nouns that name a person
- · Read Tricky Words from, word

Formative Assessment: Observation, AP 14.1

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3b, L.1.1b, RF.1.3g

#### ) Skills 1

**Lesson 15** Review: Basic Code and Tricky Words

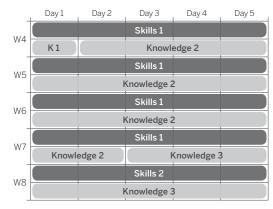
- Orally blend and segment single-syllable words
- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- Decode and spell CVC and CVCC words
- Read Tricky Words are, were, have

Formative Assessment: Observation, AP 15.1

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, L.1.1a, RF.1.3b, L.1.2d, RF.1.3g

#### Knowledge 1 Knowledge 1 Knowledge 1 **Lesson 9** The Tale of Peter Rabbit **Lesson 10** All Stories Are Anansi's **Domain Review** Day 1 Review morals of folktales · Review characteristics of stories • Identify characteristics of stories • Explain moral of folktale · Word Work: mischief Word Work: satisfied • Use graphic organizer to retell a folktale • Act out main events of a folktale **Formative Assessment:** AP 9.1 Formative Assessment: Exit Pass SL.1.1, RL.1.3, L.1.5, L.1.5c, W.1.7 RL.1.3, RL.1.1, L.1.5, L.1.5c, RL.1.2 ↓ Knowledge 1 Knowledge 1 **Culminating Activities** Day 1 **Domain Assessment** Day 1

# WEEK FOUR



Knowledge 1: Fables and Stories Knowledge 2: The Human Body

Knowledge 3: Different Lands, Similar Stories

#### Skills 1

**Lesson 16** Review: Basic Code and Tricky Words

- Orally blend and segment single-syllable words
- Identify basic code letter-sound correspondences
- Write certain upper- and lowercase letters
- Decode and spell CVC, CCVC, CVCC words
- Read Tricky Words one, once

Formative Assessment: Observation, AP 16.1

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, L.1.1a, RF.1.3b, L.1.2d, RF.1.3g

#### Skills 1

**Lesson 17** Review: Basic Code, Nouns, and Tricky Words

- Orally blend and segment single-syllable words
- Identify letter-sound correspondences
- Decode CVC, CCVC, CVCC words
- Identify common nouns that name a thing
- Read Tricky Words do, two

Formative Assessment: Observation, AP 17.1

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3b, L.1.1b, RF.1.3g

#### 5 Skills 1

#### Lesson 18 Review Basic Code

- Orally blend and segment single-syllable words
- Identify letter-sound correspondences
- Differentiate between voiced and unvoiced phonemes
- Decode CVC, CCVC, CVCC words

Formative Assessment: Observation, AP 18.1

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3a, RF.1.3, RF.1.3b

#### Skills 1

**Lesson 19** Review: Tricky Words

- Read Tricky Words the, who
- Identify features of sentences, Tricky Words, nouns; answer questions about text
- · Read "Beth," answer questions about text

Formative Assessment: Observation, AP 19.1

RF.1.3g, RF.1.1a, RL.1.1, RL.1.6, RF.1.4a, RL.1.10, L.1.2b

#### ) Skills 1

**Lesson 20** Review: Basic Code and Tricky Words

- · Identify letter-sound correspondences
- Decode CVC, CCVC, CVCC words
- Read Tricky Words said, says
- Identify features of a sentence, Tricky Words, nouns; answer questions about text
- · Read "Nat"

**Formative Assessment:** AP 20.1, Observation, AP 20.2

RF.1.3a, RF.1.3b, RF.1.3g, RF.1.1a, RL.1.1, L.1.2a, L.1.2b, L.1.2c, RF.1.4a, RL.1.10

#### Knowledge 2 Knowledge 1 Knowledge 2 Lesson 2 The Body's Framework **Culminating Activities** Day 2 **Lesson 1** Everybody Has a Body • Review knowledge of bodies, introduce concept • Review the human body is a network of systems of pediatrician Ask and answer questions about the skeletal • Explain human body is a network of systems system • Word Word: systems • Word Work: support • Demonstrate understanding of word organs • Draw skeletal system, write sentence using skeleton • Work together to draft topic sentence Formative Assessment: AP 2.1 Formative Assessment: AP 1.1 SL.1.2. RI.1.1. L.1.5c. W.1.2 SL.1.1, RI.1.2, L.1.5c, W.1.2 Image: Line of the properties of Knowledge 2 Lesson 4 Chew, Swallow, Squeeze, and Churn **Lesson 3** Marvelous Moving Muscles • Review the human body is a network of systems · Review functions and parts of skeletal and muscular systems · Describe connection between muscular and · Ask and answer questions about digestive skeletal system system Word Work: voluntary

• Word Work: digestion

Formative Assessment: AP 2.1

using stomach

SL.1.2, RI.1.1, L.1.5c, W.1.2

• Draw digestive system, write sentence

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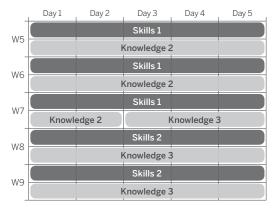
• Draw muscular system, write sentence

Formative Assessment: AP 2.1

using muscle

SL.1.2, RI.1.3, L.1.5c, W.1.2

# WEEK FIVE



**Knowledge 2:** The Human Body

**Knowledge 3:** Different Lands, Similar Stories

#### Skills 1

Lesson 21 Review: Basic Code

- · Orally blend and segment single-syllable words
- Isolate medial short vowel sound in spoken words
- Identify features of a sentence; answer questions about text
- Read "The Trip to the U.K.," answer questions about text

Formative Assessment: Observation, AP 21.2

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.1a, RL.1.1, L.1.2a, L.1.2b, L.1.2c, RF.1.4a, RL.1.10

#### Skills 1

Lesson 22 Review: Basic Code and Nouns

- Orally blend and segment single-syllable words
- Isolate medial short vowel sound in spoken words
- · Identify common nouns that name a thing
- Read "Bud the Cat," sequence events, answer questions about texts

**Formative Assessment:** Observation, AP 22.1, AP 22.2

RF.1.2b, RF.1.2c, RF.1.2d, L.1.1b, RF.1.4a, RL.1.1, RL.1.2, RL.1.10, L.1.2b

#### $\frac{7}{3}$ Skills 1

Lesson 23 Review: Advanced Code

- Read previously taught Tricky Words
- Read short-vowel words with double-letter consonant spellings
- Identify spelling alternative letter-sound correspondence
- Read "The Fish," answer questions about text

Formative Assessment: Observation, AP 23.1

RF.1.3g, RF.1.3, RF.1.4a, RL.1.1, RL.1.10, L.1.2b

#### Skills 1

**Lesson 24** Review: Advanced Code and Nouns

- Identify common nouns that name a person or thing
- Read short-vowel words with double-letter consonant spellings
- Identify possible alternative spellings for /k/; decode words

Formative Assessment: AP 24.1

L.1.1b, RF.1.3

#### Skills 1

**Lesson 25** Review: Advanced Code and Tricky Words

- Read previously taught Tricky Words
- Differentiate between voiced and unvoiced phonemes in spoken words
- Read Tricky Words was, when, why
- Identify possible alternative spellings for /k/; decode words

Formative Assessment: None

RF.1.3g, RF.1.3

**Lesson 5** The Body's Superhighway

- Identify body systems represented, share facts about each system
- Explain why the heart muscle is important
- · Word Work: heart
- Draw circulatory system, write sentence using heart and/or blood

Formative Assessment: AP 2.1

RI.1.1. RI.1.3. L.1.5c. W.1.2

#### Knowledge 2

Lesson 6 Control Center: The Brain

- Review body systems, brainstorm ways to use word nervous, review five senses
- · Recall information about nervous system. identify brain as body's control center
- Word Work: nerves
- Draw nervous system, write sentence using nerves and/or brain

Formative Assessment: AP 2.1

SL.1.1, RI.1.2, L.1.5c, W.1.2, W.1.7

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5	Knowledge 2
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	Pausing Point Day 1
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# Knowledge 2

Pausing Point Day 2

#### Knowledge 2

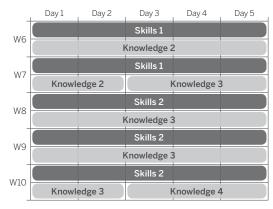
**Lesson 7** Dr. Welbody's Heroes

- Explain germs can cause disease, explain importance of vaccination
- Demonstrate understanding of germs, vaccines
- Word Work: diseases
- · Retell story of Louis Pasteur

**Formative Assessment:** AP 7.2

RI.1.3, L.1.5c, RI.1.7

# WEEK SIX



Knowledge 2: The Human Body

Knowledge 3: Different Lands, Similar Stories

Knowledge 4: Early World Civilizations

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Skills 1

#### Lesson 28 Review: Tricky Words

- Orally blend and segment single-syllable words
- Read "Which Is the Best?," answer questions about text
- Read previously taught Tricky Words

Formative Assessment: Observation, AP 28.1

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.4a, RL.1.1, RL.1.10, L.1.2b, RF.1.3g

#### Skills 1

#### Lesson 26 Advanced Code and Nouns

- Orally blend and segment single-syllable words
- Identify common nouns that name a person, place, thing
- Identify features of a sentence; answer questions about text
- Read "The Flag Shop," answer questions about text

Formative Assessment: Observation, AP 26.1

RF.1.2b, RF.1.2c, RF.1.2d, L.1.1b, RF.1.1a, RL.1.1, RL.1.6, RF.1.4a, RL.1.10, L.1.2b

#### Skills 1

#### Lesson 27 Review Tricky Words

- Orally blend and segment single-syllable words
- Read previously taught Tricky Words

Formative Assessment: Observation

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3g

#### $4_{ m Skills\,1}$

#### **Lesson 29** Review: Tricky Words

- Orally blend and segment single-syllable words
- Read Tricky Words here, there
- Identify common nouns that name a person, place, thing
- Read "The Bus Stop," sequence events, answer questions about text

**Formative Assessment:** Observation, AP 29.1, AP 29.2

RF.1.2b, RF.1.2c, RF.1.2d, RF.1.3g, L.1.1b, RF.1.4a, RL.1.1, RL.1.7, RL.1.10, RL.1.2

#### Skills 1

#### Lesson 30 Review: Dictation

- Orally blend and segment single-syllable words
- Spell one-syllable short-vowel words with doubleconsonant spellings
- Identify features of a sentence; answer questions about text
- Read "On the Bus," answer questions about text

Formative Assessment: Observation, AP 30.1

RF.1.2b, RF.1.2c, RF.1.2d, L.1.2d, RF.1.1a, RL.1.1, RF.1.4a, RL.1.10, L.1.2b

Lesson 8 Five Keys to Health

- Brainstorm ways to stay healthy
- Explain importance of bodily health; explain importance of checkups
- Word Work: healthy
- Demonstrate understanding of words brush, nutritious
- Draw representation and write descriptions of one of the five keys to health

Formative Assessment: AP 8.1

SL.1.1, RI.1.3, L.1.5c, W.1.2

#### / Knowledge 2

**Lesson 9** The Pyramid Pantry

- Review five keys of health; discuss word *pyramid*
- Explain importance of balanced diet, identify food groups
- Word Work: nutrients
- Demonstrate understanding of saying "an apple a day keeps the doctor away"
- Identify and label parts of image to show food groups

Formative Assessment: AP 9.1

SL.1.1, RI.1.3, L.1.5c, L.1.4, W.1.2

#### 5 Knowledge 2

**Lesson 10** What a Complicated Network!

- Identify and review facts about the five body systems
- Review body systems and five keys to health
- Word Work: complicated
- Perform a poem about the human body
- Describe a system of the body

Formative Assessment: Exit Pass

SL.1.1, RI.1.3, L.1.5c, SL.1.4, RI.1.2

4	Knowledge 2
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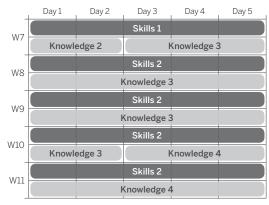
**Domain Review** Day 1

#### ) Knowledge 2

**Domain Assessment** Day 1

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# WEEK SEVEN



Knowledge 2: The Human Body

Knowledge 3: Different Lands, Similar Stories

Knowledge 4: Early World Civilizations

Skills 1

Lesson 31 Review: Tricky Words

- Orally blend and segment single-syllable words
- Spell previously taught Tricky Words
- Read "The Man in the Black Hat," answer questions about text

**Formative Assessment:** Observation, AP 31.1, AP 31.2

RF.1.2b, RF.1.2c, RF.1.2d, L.1.2d, RF.1.4a, RL.1.1, RL.1.10, L.1.2b

Skills 1

Lesson 32 Review: Tricky Words

- Orally blend and segment single-syllable words
- Spell previously taught Tricky Words
- Read 'The Man in the Kilt," answer questions about text

**Formative Assessment:** Observation, AP 32.1, AP 32.2

RF.1.2b, RF.1.2c, RF.1.2d, L.1.2d, RF.1.4a, RL.1.1, RL.1.10, L.1.2b

5 Skills 1

Pausing Point Day 1

Skills 1

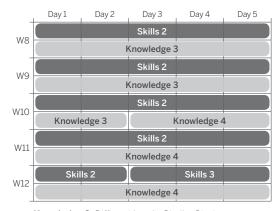
Pausing Point Day 2

Skills 1

Pausing Point Day 3

_ Knowledge 2 Culminating Activities Day 1	Knowledge 2 Culminating Activities Day 2	<ul> <li>Knowledge 3</li> <li>Lesson 1 Cinderella</li> <li>Discuss elements of stories</li> <li>Identify characters, setting, events in fairy tale</li> <li>Word Work: worthy</li> </ul>
		Word Work: worthy     Use graphic organizer to retell fairy tale     Formative Assessment: Exit Pass     SL.1.1, RL.1.3, L.1.5c, W.1.8
- Knowledge 3 Lesson 2 The Girl with the Red Slippers  Identify story elements of fairy tale Identify similarities and differences of fairy tales Word Work: cautiously	5 Knowledge 3 Lesson 3 Billy Beg Identify characters, setting, events of fairy tale Identify similarities and differences in fairy tales Word Work: monstrous	
Illustrate and describe event from fairy tale     Formative Assessment: Exit Pass     RL.1.3, RL.1.9, L.1.5c, W.1.7	Use graphic organizer to compare and contrast fairy tales  Formative Assessment: Exit Pass  RL1.3, RL1.9, L.1.5c, W.1.8	

# WEEK EIGHT



**Knowledge 3:** Different Lands, Similar Stories **Knowledge 4:** Early World Civilizations

#### Skills 2

Lesson 1 Basic Code: Introduce /ee/ > 'ee'

- Read one-syllable words
- · Orally produce /ee/ sound
- Read and write one-syllable words with vowel digraph
- Identify features of a sentence, answer questions about text

Formative Assessment: Observation, AP 1.2

RF.1.3b, RF.1.2c, RF.1.2d, RF.1.3, RF.1.1a, RL.1.1, RL.1.3, L.1.2b

#### Skills 2

**Lesson 2** Grammar: Common and Proper Nouns

- · Identify common nouns in short phrases
- Decode one-syllable words
- Read Tricky Words
- Identify and distinguish between common and proper nouns
- Identify features of sentences, identify nouns, answer questions about text

Formative Assessment: Observation, AP 2.1

L.1.1b, RF.1.3, RF.1.3b, RF.1.3g, RF.1.1a, RL.1.1, RL.1.7, L.1.2b

#### 5 Skills 2

**Lesson 3** Basic Code: Introduce /ae/ > 'a\_e'

- Listen to and orally produce the /ae/ sound in words
- Read and write one-syllable words
- Segment and blend phonemes to form and write one-syllable words
- Reread "Gran's Trips" or "The Pet," retell story to partner

Formative Assessment: AP 3.1. Observation

RF.1.2c, RF.1.2d, RF.1.3c, RF.1.4b

#### **→** Skills 2

**Lesson 4** Review: Common Nouns and /ae/ > 'a\_e'

- · Demonstrate knowledge of nouns
- Demonstrate knowledge of 'a\_e' vowel pattern
- · Read "Wong," answer questions about text

Formative Assessment: Observation, AP 4.1

L.1.1b, RF.1.3b, RL.1.1, RF.1.4a, L.1.2b

#### Skills 2

**Lesson 5** Tricky Words: Introduce: *They* and *Their* 

- Segment and blend phonemes to form onesyllable words
- Decode words
- · Read Tricky Words they, their
- Read "Where Is Wong?," answer questions about text

Formative Assessment: Observation. AP 5.1

RF.1.2d, RF.1.3b, RF.1.3g, RL.1.1, RL.1.7, RF.1.4a, L.1.2b

# Knowledge 3 Lesson 4 Tom Thumb Review similarities and differences in fairy tales Act out main events of a folktale Word Work: commotion Describe experiences of main character in a folktale Formative Assessment: Exit Pass RL.1.9, RL.1.3, L.1.5c

ľ	Mnowledge 3
Ī	Lesson 5 Thumbelina
	<ul> <li>Identify elements of stories and folktales</li> </ul>
	• Identify similarities and differences in folktales
	<ul> <li>Word Work: scarcely</li> </ul>
	<ul> <li>Use graphic organizer to compare and contrast folktales</li> </ul>

Formative Assessment: AP 5.1

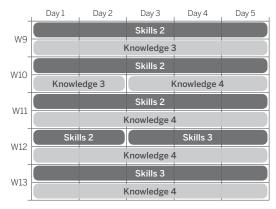
RL.1.3, RL.1.9, L.1.5c, W.1.8

# Knowledge 3 Lesson 6 Issun Boshi: One-Inch Boy Identify elements of folktales Identify similarities and differences in folktales Word Work: deeds Illustrate and describe an event from a folktale Formative Assessment: Exit Pass RL1.3.RL1.9.L1.5c.W1.7

Knowled	t Day 1	

5	Knowledge 3 Pausing Point Day 2

# WEEK NINE



**Knowledge 3:** Different Lands, Similar Stories **Knowledge 4:** Early World Civilizations

#### Skills 2

Lesson 6 Basic Code: Introduce /ie/ > 'i e'

- Listen to, produce, distinguish words
- Read and write one-syllable words
- Segment and blend phonemes to form and write one-syllable words
- Read "The Swim Meet," answer questions about the text

**Formative Assessment:** AP 6.1, Observation, AP 6.2

RF.1.2c, RF.1.2d, RF.1.3c, RL.1.1, RL.1.3, RL.1.7, RF.1.4a, L.1.2b

#### Skills 2

**Lesson 7** Grammar Review: Common and Proper Nouns and Tricky Words

- Distinguish and identify between proper and common nouns
- Read decodable phrases; read previously taught Tricky Words
- Read "At the Reef," answer questions about text

Formative Assessment: Observation, AP 7.1

L.1.1b, RF.1.3c, RF.1.3g, RL.1.1, RL.1.10, RF.1.4b, L.1.2b

#### 5 Skills 2

Lesson 8 Basic Code: Introduce /oe/ > 'o\_e'

- Decode single syllable words
- Listen to and orally produce /oe/ sound
- · Read and write words with long vowel sound

Formative Assessment: AP 8.1

RF.1.3b, RF.1.2c, RF.1.2d, RF.1.3c

#### Skills 2

**Lesson 9** Review: Long Vowels and Nouns

- · Identify certain sound/spellings
- Define what a noun is, generate list of examples
- Decode words with certain sound/spellings
- · Reread "Gran"

Formative Assessment: Observation

RF.1.3b, L.1.1b, RF.1.2d, RF.1.4b

#### ) Skills 2

**Lesson 10** Tricky Words: Introduce: My and By

- Review certain sound/spellings
- Read and write Tricky Words my, by
- Read "The Bug Glass," answer questions about texts, reread the story

Formative Assessment: Observation, AP 10.1

RF.1.3b, RF.1.3c, RF.1.3g, RL.1.1, RF.1.4a, RF.1.4b, L.1.2b

Lesson 7 Little Red Riding Hood

- Recall information about stories
- Identify consequences of main character's actions
- · Word Work: cherished
- Illustrate and describe an event from a folktale

Formative Assessment: Exit Pass

SL.1.2, RL.1.3, L.1.5c, W.1.7, SL.1.5

Knowledge 3

Lesson 8 Hu Gu Po

- Identify elements of a folktale
- Identify similarities and differences in folktales
- Word Work: cunning
- Use graphic organizer to compare and contrast folktales

Formative Assessment: AP 8.1

RL.1.3, RL.1.9, L.1.5c, SL.1.2

Knowledge 3

Lesson 9 Tselane

- · Identify elements of a folktale
- · Identify similarities and differences among characters in folktales
- Word Work: fright
- Demonstrate understanding of demonstratives this. that. those. these
- Use graphic organizer to compare and contrast

Formative Assessment: AP 8.1

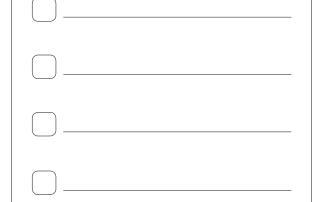
RL.1.3, RL.1.9, L.1.5c, L.1.1h, W.1.8

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	Domain Paview	Dav

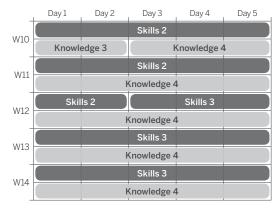
**Domain Review** Day 1

Knowledge 3

**Domain Assessment** Day 1



# WEEK TEN



**Knowledge 3:** Different Lands, Similar Stories **Knowledge 4:** Early World Civilizations

#### Skills 2

**Lesson 11** Grammar, Review: Nouns and Tricky Words

- · Identify nouns that name places
- · Identify certain sound/spellings
- Read Tricky Words so, no, some
- · Decode and sort words
- Read "The Tape," answer questions about text

**Formative Assessment:** AP 11.1, Observation, AP 11.2

L.1.1b, RF.1.3b, RF.1.3g, RL.1.1, RL.1.7, RF.1.4a, L.1.2b

#### Skills 2

Lesson 12 Basic Code: Introduce /ue/ > 'u\_e'

- Identify /ue/ sound in spoken words
- Read and write one-syllable words
- Read "Fuzz and Mel," answer questions about text

**Formative Assessment:** AP 12.1, AP 12.2, Observation

RF.1.2c, RF.1.2d, RF.1.3c, RL.1.1, RL.1.7, RF.1.4a, L.1.2b

#### 5 Skills 2

Lesson 13 Tricky Word: Introduce: You

- Read and write Tricky Word you
- Write dedicated words with specific sound/ spellings
- · Decode words with specific sound/spellings
- Identify and explain noun type in "Fuzz and Mel"
- Read "The Sweet Shop," answer questions about text

**Formative Assessment:** AP 13.1, Observation, AP 13.2

RF.1.3g, RF.1.3c, L.1.1b, RL.1.1, L.1.2b, RF.1.4a

#### Skills 2

Lesson 14 Tricky Word: Introduce: Your

- Read decodable phrases
- · Read and write Tricky Word your
- Reread stories; review spelling and punctuation marks used

Formative Assessment: Observation

RF.1.4a, RF.1.3g, RF.1.4b

#### ) Skills 2

**Lesson 15** Review: Tricky Words and Long and Short Vowels

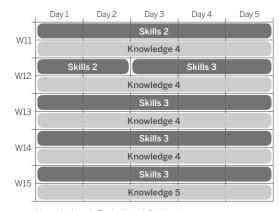
- Read previously taught Tricky Words
- Distinguish long vowel words from short vowel words
- Read "King and Queen," answer questions about text

Formative Assessment: Observation

RF.1.3g, RF.1.3c, RL.1.1, RL.1.7, RF.1.4b

1 Knowledge 3 Culminating Activities Day 1	Knowledge 3 Culminating Activities Day 2	<ul> <li>Knowledge 4 Lesson 1 A Father and His Son in Mesopotamia</li> <li>Discuss word ancient, describe land in Mesopotamia</li> <li>Explain importance of Euphrates and Tigris Rivers</li> <li>Word Work: trade</li> <li>Identify farming practices and importance in Babylon</li> <li>Demonstrate understanding of banks</li> <li>Formative Assessment: AP 1.1</li> <li>SL.1.4, RI.1.3, L.1.5c, W.1.8, L.1.4</li> </ul>
Knowledge 4 Lesson 2 Writing in Mesopotamia  Review importance of canals and contributions of King Hummurabi  Describe importance of writing in Mesopotamia  Word Work: symbols  Identify types of writing and contributions of King Hummurabi  Demonstrate understanding of "the Golden Rule"  Formative Assessment: AP 1.1  SL.1.2, RI.1.7, L.1.5c, W.1.8, L.1.4	<ul> <li>Knowledge 4 Lesson 3 The Religion of Babylon</li> <li>Review features of ancient Mesopotamian civilization</li> <li>Explain religious beliefs and practices of Mesopotamian people</li> <li>Word Work: religion</li> <li>Identify, write, and illustrate religion of Mesopotamian people</li> <li>Formative Assessment: Interactive Illustrations</li> <li>SL.1.4, RI.1.7, L.1.5a, W.1.7</li> </ul>	

# WEEK ELEVEN



**Knowledge 4:** Early World Civilizations **Knowledge 5:** Early American Civilizations

#### Skills 2

**Lesson 16** Review: Tricky Words and Long and Short Vowels

- Read and spell previously taught Tricky Words
- Distinguish long vowel words from short vowel words
- Reread stories; review spelling and punctuation marks used

Formative Assessment: Observation

RF.1.3g, RF.1.3c, RF.1.4b

#### Skills 2

Lesson 17 Review: Nouns and Tricky Words

- Distinguish between and demonstrate understanding of noun types
- Read "The Trip West," answer questions about text
- Distinguish between long vowel words and short vowel words
- Read and spell previously taught Tricky Words

Formative Assessment: Observation, AP 17.1

L.1.1b, RF.1.4a, RL.1.1, RF.1.3c, RF.1.3g

#### 5 Skills 2

**Lesson 18** Unit Assessment: Word Recognition and Reading Comprehension

- Decode words
- Read "Saved by the Bells," answer questions about text

Formative Assessment: AP 18.1, AP 18.2

RF.1.3, RF.1.4a, RL.1.1

#### / **+** Skills 2

**Lesson 19** Unit Assessment: Identifying Nouns

- Identify nouns
- · Determine what noun is describing
- · Reread "Gran"

Formative Assessment: AP 19.1

L.1.1b, RL.1.1, RF.1.4b

#### ) Skills 2

Pausing Point Day 1

**Lesson 4** The Hanging Gardens of Babylon

- Review and discuss Mesopotamia
- Identify changes in Babylon over time
- Word Work: caravan
- Create timeline

Formative Assessment: Changes in Babylon

SL.1.1, RI.1.2, L.1.5c

# Knowledge 4 Pausing Point 1 Day 1

#### 5 Knowledge 4

**Lesson 5** People of the Nile

- Review what a desert is and importance of rivers
- Explain importance of Nile River to Egyptians
- Word Work: flooding
- Describe setting and illustrate story

Formative Assessment: Exit Pass

SL.1.1, RI.1.7, L.1.5b, W.1.3

#### Knowledge 4

**Lesson 6** Writing in Ancient Egypt

- Review importance of writing in a civilization
- Describe importance of writing in ancient Egypt
- Word Work: accurately
- Write word using hieroglyphs

Formative Assessment: Exit Pass

SL.1.1, RI.1.9, L.1.5c, RI.1.5

#### Compare North Nort

**Lesson 7** Amon-Ra and the Gods of Ancient Egypt

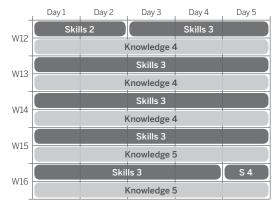
- Review features of ancient Egyptian civilization
- Explain religious beliefs of ancient Egyptians
- Word Work: depicted; demonstrate understanding of words specific, completely
- Use graphic organizer to identify religious beliefs of ancient Egyptians

Formative Assessment: Exit Pass

SL.1.4, RI.1.9, L.1.5c, W.1.8

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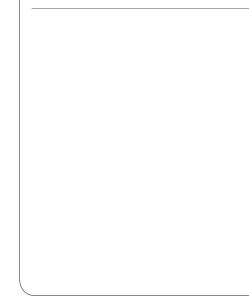
# WEEK TWELVE



**Knowledge 4:** Early World Civilizations **Knowledge 5:** Early American Civilizations

Skills 2

Pausing Point Day 2



Skills 2

Pausing Point Day 3

#### 5 Skills 3

**Lesson 1** Basic Code: Introduce /oo/ > 'oo'

- Distinguish words with /oo/ and /ue/ vowel sounds
- Read and write one-syllable words
- Read "King Log and King Crane," answer questions about text
- Read and spell Tricky Word they and one-syllable words

**Formative Assessment:** AP 1.1, Observation, AP 1.2

RF.1.2d, RF.1.2c, RF.1.3b, RF.1.4a, RF.1.4b, RF.1.4c, L.1.2b, L.1.2d

#### 4 Skills 3

**Lesson 2** Tricky Word and Writing: Introduce: *Because*; Plan a Fictional Narrative

- Provide sounds for vowel spellings, including 'o' and 'oo'
- Read Tricky Word because
- Segment and blend phonemes to form onesyllable words
- Learn about three step writing process, fill out story map, begin writing draft

Formative Assessment: Written Response, AP 2.1

RF.1.3, RF.1.3g, L.1.2e, RL.1.3, W.1.3

#### Skills 3

**Lesson 3** Writing: Draft a Fictional Narrative

- · Listen to and identify one-syllable words
- Read "The Two Dogs," answer questions about text
- Using story map, write a draft retelling "King Log and King Crane"

Formative Assessment: Observation

RF.1.2c, RL.1.1, RL.1.3, RF.1.4a, RF.1.4b, RF.1.4c, L.1.1j, W.1.3

**Lesson 8** Approaching the Great Pyramid

- Review features of ancient Egyptian civilization
- Explain significance of pyramids
- Word Work: treasure
- Demonstrate understanding of word steps

Formative Assessment: Exit Pass

SL.1.1, RI.1.7, L.1.5c, L.1.4

#### Z Knowledge 4

Lesson 9 The Sphinx

- Review information about pyramids
- Describe how pyramids were built, explain significance of the Great Sphinx
- Word Work: visible
- Identify and use subject pronouns

Formative Assessment: Exit Pass

SL.1.1, RI.1.3, L.1.5c, L.1.1d

#### 5 Knowledge 4

**Lesson 10** The Story of Hatshepsut

- Review components of ancient Egyptian civilization
- Make predictions about pharaoh Hatshepsut
- Word Work: tradition
- Use graphic organizer to analyze actions of Hatshepsut

Formative Assessment: Exit Pass

SL.1.4, RI.1.3, L.1.5c, W.1.8

#### Knowledge 4

**Lesson 11** Tutankhamun, The Golden Pharaoh, Part I

- Review significance of pharaoh Hatshepsut
- Identify key details about ancient Egyptian pharaohs
- · Word Work: archaeologist
- Create class timeline to depict ancient Egyptian pharaohs

Formative Assessment: Exit Pass

SL.1.1, RI.1.2, L.1.5a, RI.1.2

#### 5 Knowledge 4

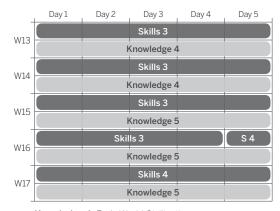
**Lesson 12** Tutankhamun, The Golden Pharaoh, Part II

- Identify key details about Tutankhamun and the search for his tomb
- Identify key details about ancient Egyptian pharaohs
- Word Work: triumph
- Explain key components of a civilization

Formative Assessment: AP 1.1

SL.1.1, RI.1.2, L.1.5a, SL.1.4

# WEEK THIRTEEN



**Knowledge 4:** Early World Civilizations **Knowledge 5:** Early American Civilizations

#### Skills 3

Lesson 4 Writing: Edit a Fictional Narrative

- · Review short vowel sounds
- Reread "The Two Dogs," answer questions about text
- Edit draft retelling fable "King Log and King Crane"

Formative Assessment: Observation, AP 4.1

RF.1.2, RL.1.1, RF.1.4a, RF.1.4b, RF.1.4c, W.1.3

#### Skills 3

**Lesson 5** Assessment and Basic Code: Spelling Assessment and Introduce /oo/ > 'oo'

- Spell and write one-syllable words and Tricky Word *they*
- Review previously taught Tricky Words
- · Read and write one-syllable words

Formative Assessment: AP 5.1, AP 5.2

RF.1.3c, RF.1.3g, L.1.2d, RF.1.3b

#### 5 Skills 3

**Lesson 6** Writing: Plan and Draft a Book Report

- Read "The Hares and the Frogs," answer questions about text
- Draft book report about "The Two Dogs"
- Spell and write one-syllable words and Tricky Word *why*

**Formative Assessment:** Observation, AP 6.1, AP 6.3

RL.1.1, RL.1.3, RF.1.4a, RF.1.4b, RF.1.4c, L.1.1j, W.1.1, RF.1.3c, RF.1.3g, L.1.2d

#### / + Skills 3

**Lesson 7** Tricky Spelling and Writing: Introduce 'oo' > /oo/ or /oo/ and Edit a Book Report

- Read words with tricky spelling 'oo', sort words into categories
- Read and write Tricky Words should, would, could
- Draft a book report about "The Two Dogs"
- Review one-syllable words

Formative Assessment: AP 6.3

RF.1.3b, RF.1.3g, W.1.3, W.1.5, L.1.2d

#### Skills 3

**Lesson 8** Grammar and Writing: Identify Verbs and Publish a Book Report

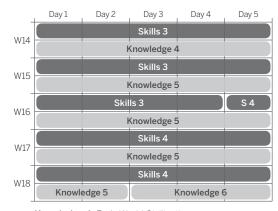
- Learn a verb is an action word, identify verbs in sentences
- Read "The Two Mules," answer questions about text
- Use edited draft to write final copy of book report

**Formative Assessment:** Observation, AP 8.1, Exit Pass

L.1.1e. RL.1.1. RL.1.2. RF.1.4a. RF.1.4c. W.1.1. W.1.3

1 Knowledge 4 Pausing Point 2 Day 1	Expansion Point 2 Day 2	<ul> <li>Knowledge 4 Lesson 13 Three World Religions <ul> <li>Review religion in Mesopotamia and ancient Egypt</li> <li>Identify names of three world religions</li> <li>Word Work: faithful</li> <li>Create graphic organizer to outline three world religions</li> </ul> </li> <li>Formative Assessment: AP 13.1 <ul> <li>SL.1.1, RI.1.7, L.1.5c, W.1.7</li> </ul> </li> </ul>
Knowledge 4 Lesson 14 Judaism  Review facts about Abraham Identify information about Judaism Word Work: synagogue Use graphic organizer to record key facts about Judaism	<ul> <li>Knowledge 4 Lesson 15 Christianity <ul> <li>Review key information about Judaism</li> <li>Identify key information about Christianity</li> <li>Word Work: miracle</li> <li>Use graphic organizer to record key facts about Christianity</li> </ul> </li></ul>	
Formative Assessment: AP 13.1  SL.1.1, RI.1.7, L.1.5c, W.1.7	Formative Assessment: AP 13.1  SL.1.1, RI.1.7, L.1.5c, W.1.7	

# WEEK FOURTEEN



**Knowledge 4:** Early World Civilizations **Knowledge 5:** Early American Civilizations

Knowledge 6: Astronomy

#### Skills 3

Lesson 9 Basic Code: Introduce /ou/ > 'ou'

- Identify certain sound/spellings
- Hear and identify /ou/ vowel sound
- · Read and write one-syllable words
- · Reread "The Two Mules"

Formative Assessment: Observation

RF.1.3c, RF.1.2c, RF.1.2d, RF.1.3b, RL.1.10, RF.1.4b

#### Skills 3

**Lesson 10** Assessment, Grammar, and Tricky Word Spelling Assessment, Identify Verbs, and Introduce: *Down* 

- Spell and write one-syllable words and Tricky Word why
- Identify, underline, copy verbs in written phrases
- · Read and spell chain of one-syllable words
- Read Tricky Word down; review previously taught Tricky Words
- Read "The Dog and the Mule," describe events in order

Formative Assessment: AP 10.1. AP 10.3

RF.1.3c, RF.1.3g, L.1.2d, L.1.1e, RF.1.3b, RF.1.4a, RL.1.1, RL.1.3, RL.1.7

#### 5 Skills 3

**Lesson 11** Review: Spelling and Tricky Words

- Read and spell one-syllable words
- · Read phrases
- Answer yes/no questions; fill in the blanks in written sentences
- Read previously taught Tricky Words
- Read and spell one-syllable words and Tricky Word down

Formative Assessment: AP 11.1, AP 11.2

RF.1.2d, RF.1.3b, RF.1.3g, RF.1.3c, L.1.2d

#### + Skills 3

**Lesson 12** Basic Code: Introduce /oi/ > 'oi'

- · Review previously learned sound/spellings
- · Hear and say the /oi/ vowel sound
- Read and write one-syllable words
- Read "The Bag of Coins," answer questions about text

Formative Assessment: Observation, AP 12.2

RF.1.3c, RF.1.2c, RF.1.3b, RL.1.1, RF.1.4a, RL.1.3

#### ) Skills 3

**Lesson 13** Grammar: Identify Present- and Past-Tense Verbs

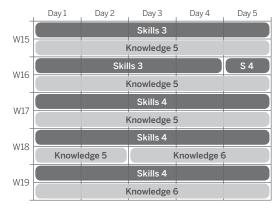
- Orally produce single-syllable words with /oi/ sound
- Read and spell single-syllable words
- · Identify and distinguish verbs
- Reread story from Fables, summarize story

Formative Assessment: Observation, Exit Pass

RF.1.2b, RF.1.3b, L.1.1e, RF.1.4b, RL.1.10, RL.1.3, SL.1.5

# Knowledge 4 Knowledge 4 Knowledge 4 Lesson 16 Islam **Domain Review** Day 1 **Domain Review** Day 2 Review key information about Judaism and Christianity • Identify key information about Islam • Word Work: fast • Use graphic organizer to record key facts about Islam Formative Assessment: AP 13.1 SL.1.1, RI.1.7, L.1.4, W.1.7 Knowledge 4 Knowledge 4 **Domain Assessment** Day 1 **Culminating Activities** Day 1

# WEEK FIFTEEN



**Knowledge 5:** Early American Civilizations

Knowledge 6: Astronomy

#### Skills 3

Lesson 14 Review: Digraphs

- Read phrases and Tricky Word your
- Read and spell one-syllable words
- Segment phonemes and count sounds in onesyllable words
- · Reread story from Fables, summarize story

Formative Assessment: Observation, Exit Pass

RF.1.3b, RF.1.3c, RF.1.2d, RF.1.4b, RL.1.10, RL.1.3, SL.1.5

#### Skills 3

**Lesson 15** Basic Code: Introduce /aw/ > 'aw'

- Spell and write one-syllable words and Tricky Word down
- Listen to and distinguish words with /o/ and /aw/ vowel sounds
- Read and write one-syllable words
- Review previously taught sound/spelling correspondences

Formative Assessment: AP 15.1

RF.1.3b, RF.1.3g, L.1.2d, RF.1.2d, RF.1.3b, RF.1.2, RF.1.2b

#### 5 Skills 3

**Lesson 16** Review: Nouns and Verbs

- Identify common and proper nouns
- Identify regular present- and past-tense verbs
- Read previously taught Tricky Words
- Read "The Dog and the Ox," answer questions about text

Formative Assessment: Observation, AP 16.1

L.1.1e, RF.1.3g, RL.1.1, RL.1.3, RF.1.4a, RF.1.4b, RF.1.4c

#### / Skills 3

Lesson 17 Review: Vowel Digraphs

- · Orally produce single-syllable words
- Read and spell one-syllable words
- Read words with certain digraphs; segment phonemes, count sounds in words
- Read "The Fox and the Grapes," answer information about text

Formative Assessment: AP 17.1, Observation

RF.1.2b, RF.1.3b, RF.1.2d, RL.1.1, RL.1.3, RF.1.4a, RF.1.4b, RF.1.4c

#### ) Skills 3

**Lesson 18** Review: Vowel Digraphs

- Identify sound spellings
- · Read and write previously taught Tricky Words
- Read and spell one-syllable words
- Reread "The Fox and the Grapes," answer questions about text

Formative Assessment: Observation, AP 18.2

RF.1.3c, RF.1.3g, RF.1.3b, RL.1.1, RF.1.4b

**Lesson 1** The Maya: A Harvest and a Hurricane

- · Identify where and how the ancient Maya lived
- Explain importance of farming to ancient Maya
- Word Work: harvest; demonstrate understanding of phrase the more the merrier
- Write about importance of farming to the ancient Maya

Formative Assessment: Exit Pass

SL.1.2, RI.1.2, L.1.4, W.1.2

#### / Knowledge 5

Lesson 2 The Maya: Journey to Baakal

- Explain importance of farming to ancient Maya
- Identify and explain important aspects of religion of ancient Maya
- Word Work: thrilled
- Write about importance of religion of ancient Maya

Formative Assessment: Exit Pass

SL.1.4, RI.1.2, L.1.5, L.1.5c, W.1.2

#### 5 Knowledge 5

**Lesson 3** The Maya: King Pakal's Tomb

- Identify and explain importance of religion of ancient Maya
- Identify and explain importance of cities and leaders of ancient Maya
- Word Work: constructing
- Write about importance of cities and leaders of ancient Maya

Formative Assessment: Exit Pass

SL.1.2, RI.1.2, L.1.5, L.1.5c, RI.1.7, W.1.2

#### Knowledge 5

**Lesson 4** The Maya: The Festival of the First Star

- Identify and explain importance of cities and leaders of ancient Maya
- Identify and explain importance of celebrations of ancient Maya
- Word Work: accurate
- Write about ancient Maya

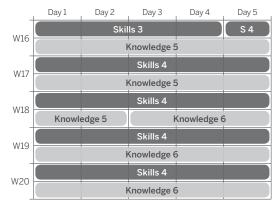
Formative Assessment: Exit Pass

SL.1.2, RI.1.2, L.1.5, L.1.5a, W.1.2

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Pausing Point 1 Day 1

#### **WEEK** SIXTEEN



Knowledge 5: Early American Civilizations

Knowledge 6: Astronomy

#### Skills 3

Lesson 19 Unit Assessment: Word Recognition and Story Comprehension

- Read and choose one-syllable words
- Read phrases
- Read "The Fox and the Crane," answer questions about text

Formative Assessment: AP 19.1, AP 19.2

RF.1.3b, RF.1.3c, RF.1.4a, RL.1.1, RL.1.10

#### Skills 3

Pausing Point Day 1

Skills 3

Pausing Point Day 2

Skills 3

Pausing Point Day 3

#### Skills 4

**Lesson 1** Basic Code: Introduce /er/ > 'er'

- Orally produce sound /er/ in words, use /er/ sound to answer riddles
- Read one-syllable words spelled with /er/ > 'er', write letter under corresponding picture
- Read, spell, write certain Tricky Words

Formative Assessment: AP 1.1

RF.1.2c, L.1.2a, L.1.2c, RF.1.3b, RF.1.3g, L.1.2d

**Lesson 5** The Aztec: The Legend of the Eagle and the Serpent

- Identify characteristics of folktale
- Explain importance of religion to the Aztec
- · Word Work: awe
- · Sequence events of Aztec legend
- Explain importance of religion to the Aztec

Formative Assessment: Exit Pass

SL.1.2, RL.1.3, L.1.5, L.1.5c, RL.1.2, W.1.2

#### // Knowledge 5

**Lesson 6** The Aztec: The Floating Gardens of Xochimilco

- Describe plot of a legend
- Explain importance of farming to the Aztec
- Word Work: stationary
- · Identify and use object pronouns
- · Write about importance of farming

Formative Assessment: Exit Pass

RL.1.3, RL.1.7, L.1.5, L.1.5c, L.1.1, L.1.1d, W.1.2

#### 5 Knowledge 5

**Lesson 7** The Aztec: In the Palace of the Emperor

- Compare the Maya and Aztec civilizations
- Describe actions and characteristics of an Aztec ruler
- Word Work: *emperor*; demonstrate understanding of words *empress*, *empire*
- Illustrate key information about the Aztec
- Identify important aspects of Aztec cities and leaders

Formative Assessment: Exit Pass

SL.1.4, RI.1.3, L.1.5, L.1.5b, W.1.2

#### $\frac{\prime}{+}$ Knowledge 5

Lesson 8 The Aztec: Cortés's Letter

- Identify parts of a letter
- Identify key details about Aztec empire
- Word Work: enormous
- · Write about the Aztec

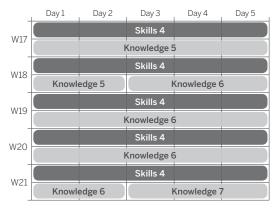
Formative Assessment: Exit Pass

W.1.8, RI.1.1, L.1.5, L.1.5d, W.1.2

#### Knowledge 5

Pausing Point 2 Day 1

#### WEEK SEVENTEEN



**Knowledge 5:** Early American Civilizations

Knowledge 6: Astronomy

**Knowledge 7:** The History of the Earth

#### Skills 4

Lesson 2 Grammar: Introduce Contractions

- Review previously taught sound/spellings; provide target sounds
- Produce /er/ sound
- Sort words with /r/ and /er/ sound into separate columns
- Use apostrophe for possessives; provide examples of words to make contractions
- Compare Fables and The Green Fern Zoo; read "Meet Vern," answer questions about text

Formative Assessment: AP 2.1, Observation

RF.1.3c, RF.1.2c, RF.1.3b, L.1.2, RF.1.4a, RL.1.5

#### Skills 4

Lesson 3 Basic Code: Review Vowel Dlgraphs

- Isolate sound/spellings for vowels
- Read one-syllable words, write word in fill in the blank sentence
- Form contractions, identify which letters apostrophe replaces
- Read "Meet Vern," ask and answer questions about text

**Formative Assessment:** AP 3.1, Observation, AP 3.2

RF.1.2c, RF.1.3b, L.1.2a, L.1.2c, L.1.2, RF.1.4b, RI.1.1

#### 5 Skills 4

Lesson 4 Basic Code: Introduce /ar/ > 'ar'

- Orally produce /ar/ sound, distinguish between words
- Read one-syllable words spelled with /ar/ > 'ar', write letter under corresponding picture
- Read "Things that Swim," answer questions about text

Formative Assessment: AP 4.1. Observation

RF.1.2b, RF.1.2c, RF.1.3b, RF.1.4a, RI.1.1

#### Skills 4

**Lesson 5** Assessment: Spelling Assessment

- · Spell previously taught Tricky Words
- · Distinguish sounds in words
- · Identify number of sounds in oral words
- Read "Things that Swim," answer questions about text

**Formative Assessment:** AP 5.1, Written Response, AP 5.2

RF.1.3g, L.1.2d, RF.1.2c, RF.1.2d, RF.1.4a, RI.1.1

#### Skills 4

Lesson 6 Review: Basic Code and Grammar

- Produce previously taught vowel sounds
- Write single-syllable words in fill-in-the-blank sentences
- Decode words and Tricky Word your
- Match non-contracted phrases with contractions; use them correctly in sentences
- Spell and write one-syllable words and Tricky Word because

Formative Assessment: AP 6.1, AP 6.2

RF.1.3c, RF.1.3b, L.1.2, L.1.2d

**Lesson 9** The Inca: Who Were the Inca?

- Identify and discuss location of early American civilizations
- Identify and explain important aspects of leaders and religion of the Inca
- Word Work: possessions
- Describe important aspects of the Incan religion
- Identify and explain important aspects of leaders and religion of the Inca

Formative Assessment: Exit Pass

SL.1.4, RI.1.2, L.1.5, L.1.5c, W.1.2

#### / Knowledge 5

Lesson 10 The Inca: The Runner

- Discuss importance of Incan roads
- Describe role of Inca runners
- Word Work: forbidden
- Use text and images to describe Incan farming
- Explain importance of farming to the Inca

Formative Assessment: Exit Pass

SL.1.4, RI.1.3, L.1.5, L.1.5c, RI.1.9, W.1.2

#### 5 Knowledge 5

**Lesson 11** The Inca: Machu Picchu-A Lucky Discovery

- Identify how Machu Picchu was discovered
- Describe Hiram Bingham's journey and discovery
- Word Work: trek
- Write paragraph about the Inca

Formative Assessment: Exit Pass

SL.1.1, RI.1.2. L.1.5, L.1.5c, W.1.2

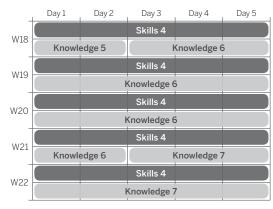
4	Knowledge 5	
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**Domain Review** Day 1

#### ) Knowledge 5

**Domain Assessment** Day 1

#### WEEK EIGHTEEN



**Knowledge 5:** Early American Civilizations

Knowledge 6: Astronomy

**Knowledge 7:** The History of the Earth

#### Skills 4

**Lesson 7** Basic Code: Introduce Two-Syllable Words and /or/ > 'or'

- Identify vowels in single-syllable words, count vowel sounds, distinguish between words
- · Identify between sounds in oral word pairs
- · Decode words and Tricky Word your
- Learn sound/spelling /or/ > 'or', orally produce words
- Read one-syllable words with /or/ > 'or', write each word under corresponding picture

Formative Assessment: AP 7.1

RF.1.3d, RF.1.2d, RF.1.3b

#### Skills 4

**Lesson 8** Tricky Words: Introduce: *Today, Yesterday,* and *Tomorrow* 

- Decode single-syllable root words and affixes, orally combine words
- Read and write certain Tricky Words
- Read and write Tricky Words today, tomorrow, yesterday
- Read "Chimps," answer questions about text

Formative Assessment: AP 8.1, Observation

RF.1.3d, L.1.4c, RF.1.3g, RF.1.4a, RI.1.1

#### 5 Skills 4

**Lesson 9** Practice: Two-Syllable Words

- Read compound words; correctly identify number of syllables in each word
- Identify sound/spellings in dictated words
- Identify nouns and verbs in decodable sentences; distinguish between nouns
- Reread "Chimps," answer questions about text

**Formative Assessment:** Written Response, Observation, AP 9.1

RF.1.3e, L.1.4c, RF.1.3b, L.1.1b, RF.1.4b, RI.1.1

#### Skills 4

**Lesson 10** Assessment: Spelling Assessment

- Spell and write one-syllable words and Tricky Word because
- Read and spell compound words and other two-syllable words
- Read "Mandrills," answer questions about text, identify parts of speech

Formative Assessment: AP 10.1, AP 10.2

L.1.2d, RF.1.3b, RF.1.3e, RF.1.4a, RI.1.1

#### ) Skills 4

**Lesson 11** Spelling: Two-Syllable Words

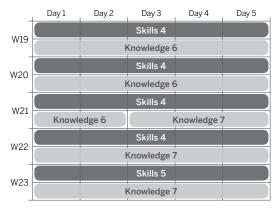
- Read and spell compound words and other twosyllable words
- Recognize and write two-syllable words
- Read decodable phrases with two-syllable words
- Spell and write one- and two-syllable words and Tricky Word today
- Identify past- and present-tense verbs

Formative Assessment: AP 11.1

RF.1.3b, RF.1.3e, L.1.4c, L.1.2d, L.1.1e

1 Knowledge 5 Culminating Activities Day 1	Knowledge 5 Culminating Activities Day 2	Knowledge 6 Lesson 1 Introduction to the Sun and Space  Discuss Earth's atmosphere and outer space Distinguish between Earth's atmosphere and outer space Word Work: gas Record observations about the sky Formative Assessment: Exit Pass SL.1.1, Rl.1.3, L.1.5, L.1.5a, L.1.5b, W.1.2
Knowledge 6 Lesson 2 The Earth and the Sun  Distinguish between Earth's atmosphere and outer space Identify what causes day and night Word Work: rotates Explain why sun appears to be moving across the sky Formative Assessment: Exit Pass SL.1.2, Rl.1.3, L.1.5, L.1.5a, L.1.5d, SL.1.2	<ul> <li>Knowledge 6 Lesson 3 Stars</li> <li>Explain why the sun appears to move across the sky</li> <li>Describe appearance of stars</li> <li>Word Work: dusk, dawn</li> <li>Compare and contrast factual and fictional texts about stars</li> <li>Formative Assessment: Exit Pass</li> <li>RI.1.8, SL.1.2, RI.1.1, L.1.5, L.1.5c, RI.1.9</li> </ul>	

#### WEEK NINETEEN



Knowledge 6: Astronomy

**Knowledge 7:** The History of the Earth

#### Skills 4

**Lesson 12** Review: Vowel Digraphs, Nouns, and Verbs

- Identify sound/spellings for short vowels, long vowels, r-controlled vowels
- Read decodable phrases with two syllable words
- · Identify and correctly use nouns and verbs
- Read "Things with Wings," answer questions about text

**Formative Assessment:** AP 12.1, Observation, AP 12.2

RF.1.3c, RF.1.3b, L.1.1b, L.1.1e, RF.1.4a, RI.1.1

#### Skills 4

**Lesson 13** Grammar: Past-, Present-, and Future-Tense Verbs

- Switch between regular past-, present-, and future-tense verbs
- Read words with inflectional endings, write words with ending -ed
- Read "Big Cats," answer questions about text

Formative Assessment: AP 13.1, Observation

L.1.1e. RF.1.3f. RF.1.4a. RI.1.1

#### 5 Skills 4

**Lesson 14** Review: Two-Syllable Words

- Identify number of syllables in oral words, read two-syllable words
- Identify total number of sounds and syllables in written words
- Read decodable phrases with two-syllable words
- · Reread "Big Cats," answer questions about text

**Formative Assessment:** AP 14.1, AP 14.2, Observation, AP 14.3

RF.1.3d, RF.1.3e, L.1.4c, RF.1.3b, RF.1.4b

#### Skills 4

**Lesson 15** Assessment: Spelling Assessment

- Spell and write two-syllable words and Tricky Word *today*
- Read and spell words
- Read "Groundhogs," answer questions about text

**Formative Assessment:** AP 15.1, Observation, AP 15.2

RF.1.3b, RF.1.3g, L.1.2d, RF.1.3a, RF.1.4a, RI.1.10

#### Skills 4

**Lesson 16** Review: Past-, Present-, and Future-Tense Verbs

- Read "The Reptile Room," answer questions about the text
- Use regular present- and future- tense verbs, sort verbs into categories
- Read, spell, write words and Tricky Word have

Formative Assessment: Observation, AP 16.1

RF.1.4a, RI.1.1, L.1.1e, L.1.2d, RF.1.3f

**Lesson 4** Stargazing and Constellations

- Describe appearance of stars
- Identify major constellations and important discoveries by astronomers
- Word Work: ancient; demonstrate understanding of saying hit the nail on the head
- Create model of constellation

Formative Assessment: Exit Pass

SL.1.4. RI.1.2. L.1.4

Knowledge 6

**Lesson 5** The Moon

- Identify major constellations and important discoveries made by astronomers
- Explain appearance and phases of moon
- Word Work: clockwise, counterclockwise
- Use conjunction because
- Identify four phases of moon

Formative Assessment: AP 5.2

SL.1.4, RI.1.7, L.1.5, L.1.5c, L.1.1, L.1.1g, RI.1.2

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#### Knowledge 6

Pausing Point Day 2

Knowledge 6

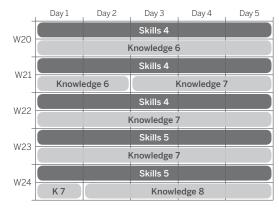
**Lesson 6** History of Space Exploration and Astronauts

- Identify four phases of moon
- Describe experiences of first astronauts
- Word Work: launch
- Identify and write opinion statements

Formative Assessment: Exit Pass

SL.1.2. RI.1.2. L.1.5. L.1.5c. W.1.1

#### WEEK TWENTY



Knowledge 6: Astronomy

Knowledge 7: The History of the Earth Knowledge 8: Animals and Habitats

#### $\frac{1}{3}$ Skills 4

**Lesson 19** Grammar: Past-Tense Verbs

- Orally produce words with inflectional endings
- · Write words in spelling categories
- Read "Termites," answer questions about text

**Formative Assessment:** AP 19.1, Observation, AP 19.2

L.1.1e, RF.1.2c, RF.1.3f, RF.1.4a, RI.1.1

#### Skills 4

Lesson 17 Grammar: Review and Practice

- Understand adjectives are used to describe nouns
- Identify nouns and verbs in sentences, orally produce adjectives
- Reread "The Reptile Room," record adjectives

Formative Assessment: AP 17.1

L.1.1f, L.1.1b, RF.1.4b, RI.1.10

#### Skills 4

**Lesson 18** Grammar: Adjectives and Past-, Present-, and Future-Tense Verbs

- Read and spell two-syllable words with suffixes -er, -ness, -less
- Read and write single-syllable words
- Identify verbs in oral sentences, distinguish verb tenses
- Evaluate use of adjectives, work as a class to produce adjectives

Formative Assessment: Observation

RF.1.3e, L.1.1e, L.1.1f

#### 4 Skills 4

**Lesson 20** Assessment and Writing: Spelling Assessment and Plan a Descriptive Paragraph

- Spell and write one- and two-syllable words and Tricky Word have
- · Identify sound/spellings
- Read two-syllable words, match words with appropriate pictures
- Plan descriptive paragraph

Formative Assessment: AP 20.1, AP 20.2

RF.1.3b, L.1.2d, RF.1.2d, RF.1.3e, W.1.2

#### ) Skills 4

**Lesson 21** Writing: Draft a Descriptive Paragraph

- Sort words with past-tense marker -ed based on certain sound/spellings
- · Read "River Otters," answer questions about text
- Write draft of descriptive paragraph

Formative Assessment: Observation, AP 21.1

RF.1.3f, L.1.1e, RF.1.4a, RI.1.1, W.1.2

**Lesson 7** Exploration of the Moon

- Describe experiences of first astronauts
- Describe first landing on the moon
- · Word Work: determined
- Identify and use possessive pronouns
- Write opinion statement about landing on the moon

Formative Assessment: Exit Pass

SL.1.1, RI.1.3, L.1.5, L.1.5c, L.1.1, L.1.1b, W.1.1

Knowledge 6

Lesson 8 The Solar System, Part I

- Review how planets differ from stars
- Identify inner planets of our solar system
- Word Work: abundant
- Use chart to organize information about planets, write about observations

Formative Assessment: Exit Pass

SL.1.1, RI.1.2, L.1.5, L.1.5c, W.1.1, W.1.8

Knowledge 6

Lesson 9 The Solar System, Part II

- Review inner planets of our solar system
- Identify outer planets of our solar system
- Word Work: categorize; demonstrate understanding of words inner, outer
- Use chart to organize information about planets, write about observations

Formative Assessment: Exit Pass

SL.1.1, RI.1.2, L.1.5, L.1.5c, W.1.1, W.1.8

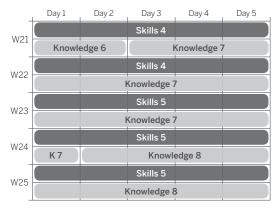
4	Knowledge 6
	Domain Poview Day

**Domain Review** Day 1

Knowledge 6

**Domain Assessment** Day 1

#### WEEK TWENTY-ONE



Knowledge 6: Astronomy

**Knowledge 7:** The History of the Earth

Knowledge 8: Animals and Habitats

#### Skills 4

Lesson 22 Writing: Plan Informational Text

- · Orally produce nouns, using adjectives
- Read and write words and write present- and past-tense verbs
- Gather information about one animal from The Green Fern Zoo

**Formative Assessment:** AP 22.1, AP 22.2, AP 22.3, AP 22.4, AP 22.5, AP 22.6, AP 22.7

RF.1.2, L.1.1f, L.1.1e, RF.1.3f, W.1.2

#### Skills 4

Lesson 23 Writing: Draft Informational Text

- Identify animals from *The Green Fern Zoo*, use adjectives
- Read "Cranes and Spoonbills," answer questions about text
- Complete a draft of informational text

Formative Assessment: Observation, AP 23.1

L.1.1f, RF.1.4a, RI.1.1, W.1.2

#### 5 Skills 4

**Lesson 24** Writing: Edit and Publish Informational Text

- Read two-syllable compound words and oneand two-syllable words
- Identify past-, present-, or future-tense verbs in oral sentences
- · Edit peer's draft from previous lesson
- Write final copy of informational text

Formative Assessment: Exit Pass

RF.1.3b, RF.1.3e, RF.1.3f, L.1.1e, W.1.2, W.1.5

#### Skills 4

**Lesson 25** Unit Assessment: Dictation and Grammar

- Spell dictated words with /ar/, /er/, /or/ sounds, divide written words
- Identify nouns and verbs
- · Match words with contractions
- Read present-tense verbs, write past- and futuretense verbs
- Reread stories from The Green Fern Zoo
- Write informational paragraph about an animal

Formative Assessment: Exit Pass, AP 25.1

RF.1.3d, RF.1.3e, L.1.1b, L.1.2, L.1.1e, RF.1.4b, W.1.2

#### ) Skills 4

**Lesson 26** Mid-Year Assessment: Reading Comprehension and Word Reading in Isolation

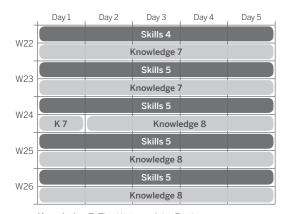
- Read "Amber the Bat," answer questions about text
- Decode one- and two-syllable words with spelling features

Formative Assessment: AP 26.1, Assessment

RI.1.1, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3f, RF.1.3g

Knowledge 6	2 Knowledge 6 Culminating Activities Day 2	Knowledge 7 Lesson 1 Our Home, Earth
Culminating Activities Day 1	Culminating Activities Day 2	<ul> <li>Review where students live as it relates to planet Earth</li> <li>Identify features of the earth</li> <li>Word Work: surface</li> <li>Draw and write about features of the earth</li> <li>Formative Assessment: Drawing the Read-Aloud SL.1.1, RI.1.7, L.1.5c, W.1.2</li> </ul>
- Knowledge 7 Lesson 2 The Earth Inside-Out, Part I  • Review features of the earth  • Identify layers of the earth  • Word Work: layer  • Write a letter about the earth's crust  Formative Assessment: Exit Pass	5 Knowledge 7 Lesson 3 The Earth Inside-Out, Part II  Identify differences between solid, liquid, gas Describe mantle and core of earth Word Work: solid Differentiate between layers of the earth Formative Assessment: AP 3.1	
SL.1.2, RI.1.3, L.1.5c, W.1.2	SL.1.1, RI.1.3, L.1.5a, RI.1.5	

#### WEEK TWENTY-TWO



**Knowledge 7:** The History of the Earth **Knowledge 8:** Animals and Habitats

#### Skills 4

**Lesson 27** Mid-Year Assessment: Reading Comprehension and Word Reading in Isolation

- Read "Amber the Bat," answer questions about text
- Decode one- and two-syllable words with spelling features

Formative Assessment: AP 26.1, Assessment

RI.1.1, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3f, RF.1.3g

#### Skills 4

**Lesson 28** Mid-Year Assessment: Reading Comprehension and Word Reading in Isolation

- Read "Amber the Bat," answer questions about text
- Decode one- and two-syllable words with spelling features

Formative Assessment: AP 26.1, Assessment

RI.1.1, RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e, RF.1.3f, RF.1.3g

#### 5 Skills 4

Pausing Point Day 1

4 Skills 4

Pausing Point Day 2

#### Skills 4

Pausing Point Day 3

Lesson 4 The Earth Inside-Out, Part III

- Distinguish between magma and lava
- Describe volcanoes and geysers
- Word Work: destructive
- Identify similarities and differences between volcanoes and geysers

**Formative Assessment:** AP 4.1

SL.1.1, RI.1.3, L.1.5c

 /	) Knowledge 7
	Pausing Point Day 1

	Know Pausing			
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#### Knowledge 7

**Lesson 5** Minerals

- Explain importance of rocks in geology
- Describe minerals in the earth
- Word Work: characteristics
- Use graphic organizer to record information about minerals

**Formative Assessment:** AP 5.1

SL.1.1, RI.1.2, L.1.5c, W.1.2

#### 5 Knowledge 7

**Lesson 6** The Three Types of Rocks

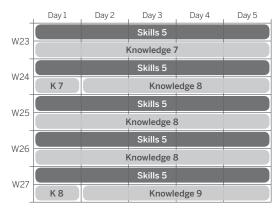
- Review how heat, pressure, time affect earth
- Identify the three types of rocks
- Word Work: sediments
- Use graphic organizer to describe rocks

Formative Assessment: AP 6.1

SL.1.2, RI.1.3, L.1.5a, RI.1.7

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### WEEK TWENTY-THREE



**Knowledge 7:** The History of the Earth **Knowledge 8:** Animals and Habitats

Knowledge 9: Fairy Tales

#### Skills 5

**Lesson 1** Spelling Alternative: Review /p/ > 'p' and 'pp'

- Isolate and pronounce sounds in spoken words
- Recognize alternative spellings for /p/
- Recognize and write common root words, present- and past-tense verbs
- Add /s/ > 's' to make nouns plural; write singular and plural versions of nouns
- Spell and write one-syllable words and Tricky Word said

Formative Assessment: AP 1.1, AP 1.2

RF.1.2c, RF.1.3b, RF.1.3f, L.1.1c, L.1.2d

#### Skills 5

**Lesson 2** Tricky Words: Introduce: *How* 

- Segment two-syllable words
- Read and write Tricky Word how
- · Read and write plural nouns
- Read "A Letter from Kate," answer questions about text

**Formative Assessment:** AP 2.1, Observation, AP 2.2

RF.1.2d, RL.1.3e, RF.1.3g, RF.1.3f, L.1.1c, RF.1.3e, RF.1.4a, RF.1.4c, RL.1.1, RL.1.10

#### 5 Skills 5

**Lesson 3** Spelling Alternatives: Review /b/ > 'b' and 'bb'

- Write spellings for consonant spellings include /b/ sound
- Isolate and pronounce sister sounds /b/ and /p/
- Add inflectional endings to root words, double final consonants
- Distinguish between questions and statements by identifying punctuation

**Formative Assessment:** Written Response, AP 3.1, AP 3.2

RF.1.3, RF.1.2c, RF.1.3f, L.1.4c, RF.1.1a, L.1.2b

#### / + Skills 5

**Lesson 4** Spelling Alternatives: Review /k/ > 'c', 'k', 'ck', and 'cc'

- Orally produce single-syllable words with /k/ sound
- Produce words with /k/ sound, sort words based on certain sound/spellings
- Read "In the Cave," answer questions about text

Formative Assessment: Observation, AP 4.1

RF.1.2b, RF.1.3b, RF.1.3e, RF.1.4a, RL.1.1

#### ) Skills 5

**Lesson 5** Spelling Alternatives: Review /k/ > 'c', 'k', 'ck', and 'cc'

- Spell dictated one-syllable words and Tricky Word said
- Read words with /k/ > 'c', 'k', 'ck', 'cc'
- Add inflectional endings to root words, double final consonants
- Place punctuation at end of sentences

**Formative Assessment:** AP 5.1, Observation, AP 5.3

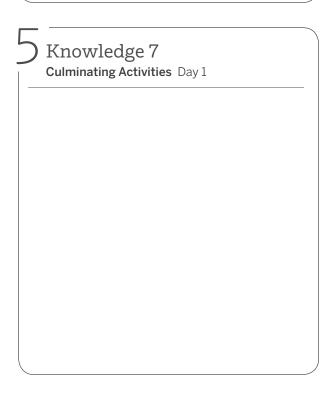
L.1.2d, RF.1.3b, RF.1.3f, L.1.4c, RF.1.1a, L.1.2b

# Knowledge 7 Lesson 7 Fossils Review characteristics of some of Earth's features Explain how fossils provide information about history of Earth Word Work: preserved Write letter about fossils Formative Assessment: Friendly Letter SL.1.1, RI.1.3, L.1.5c, W.1.2

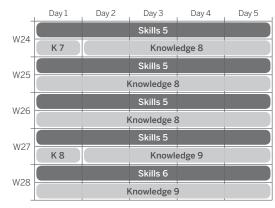
	Review how paleontologists and fossils are related
•	Explain how we know about dinosaurs
•	Word Work: extinct
•	Write a letter about dinosaurs
Fo	rmative Assessment: Friendly Letter
SL	1.4, RI.1.2, L.1.5c, W.1.2

Z	
$\supset$	Knowledge 7
	<b>Domain Review</b> Day 1
_	

Doma	wledge in Assessm	nent Day 1	



### WEEK TWENTY-FOUR



**Knowledge 7:** The History of the Earth **Knowledge 8:** Animals and Habitats

Knowledge 9: Fairy Tales

#### Skills 5

**Lesson 6** Spelling Alternatives: Introduce /ch/ > 'ch' and 'tch'

- Orally produce words with /ch/ sound
- Read words spelled with /ch/ > 'ch' and 'tch'; fill in the blanks
- Read "The Coin Shop," answer questions about text
- Spell and write one-syllable words and Tricky Word how

Formative Assessment: AP 6.1, Observation

RF.1.2c, RF.1.3b, RF.1.3e, RF.1.4a, RL.1.1, RF.1.3g, L.1.2d

#### Skills 5

**Lesson 7** Spelling Alternatives: Review /g/ > 'g' and 'gg'

- · Segment two-syllable words
- Read words spelled with /g/ > 'g' and 'gg'
- Distinguish between statements/questions; identify punctuation and parts of a sentence
- Reread "The Coin Shop," answer questions about text

Formative Assessment: AP 7.1, Observation

RF.1.2d, RF.1.3e, RF.1.3b, RF.1.1a, L.1.1j, L.1.2b, RF.1.4a, RF.1.4b, RL.1.1

#### 5 Skills 5

**Lesson 8** Spelling Alternatives: Introduce /j/ > 'j', 'g', and 'ge'

- Read Tricky Words
- Read words spelled with /j/ > 'g' and 'ge'
- Read "You Never Can Tell," answer questions about text

Formative Assessment: Observation, AP 8.1

RF.1.3g, RF.1.3b, RF.1.3e, RF.1.4a, RL.1.1

#### Skills 5

**Lesson 9** Tricky Spelling: Introduce 'g' > /g/ and /j/

- Read and write words with tricky spelling 'g' > /g/ and /j/
- Read words with tricky spelling; use context to determine punctuation
- Identify and read plural nouns with inflectional endings
- Read "The Offer," answer questions about text

**Formative Assessment:** AP 9.1, Observation, AP 9.2

RF.1.3b, RF.1.4c, RF.1.3f, L.1.1c, RF.1.3e, RF.1.4a, RL.1.1

#### ) Skills 5

**Lesson 10** Review: Spelling Alternatives for /k/ and /j/

- Write dictated one-syllable words and Tricky Word how
- Review spellings for sounds /k/ and /j/
- Read words with previously taught sound/ spellings and Tricky Words
- Read "The Campsite," answer questions about text

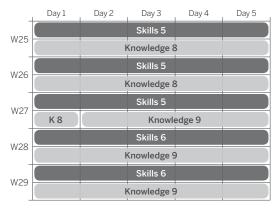
**Formative Assessment:** AP 10.1, Observation, AP 10.2

L.1.2d, RF.1.3a, RF.1.3g, RF.1.3e, RF.1.4a, RL.1.1, RL.1.10

Knowledge 7 Culminating Activities Day 2	Knowledge 8 Lesson 1 What Is a Habitat?	5 Knowledge 8 Lesson 2 Animals of the Arctic Habitat
	<ul><li>Distinguish between living and nonliving things</li><li>Explain what a habitat is</li></ul>	<ul><li>Review what a habitat is</li><li>Identify characteristics of Arctic habitats</li></ul>
	Word Work: shelter	Word Work: adapted
	Identify characteristics of particular habitat	Write about characteristics of Arctic habitats
	Formative Assessment: AP 1.1	Formative Assessment: Habitat Journal
	SL.1.2, RI.1.7, L.1.5a, L.1.5c, SL.1.4	RI.1.8, SL.1.4, RI.1.3, L.1.5c, W.1.2
Knowledge 8 Lesson 3 Animals of the Sonoran Desert Habitat	Suanna Habitat	
<ul><li>Review characteristics of Arctic habitats</li><li>Identify characteristics of desert habitat</li></ul>	Identify similarities and differences between Arctic and desert habitats	
Word Work: camouflage	Identify characteristics of grassland habitat  Ward Ward Wards	
Write about characteristics of desert habitat	<ul><li>Word Work: hardy</li><li>Write about characteristics of grassland habitat</li></ul>	
Formative Assessment: Habitat Journal		
SL.1.2, RI.1.3, L.1.5c, W.1.2	Formative Assessment: Habitat Journal	
	SL 11 RL12 L 15c W12	

**Amplify**CKLA

#### WEEK TWENTY-FIVE



**Knowledge 8:** Animals and Habitats **Knowledge 9:** Fairy Tales

#### Skills 5

**Lesson 11** Spelling Alternatives: Review /t/ > 't', 'tt, and 'ed

- Isolate the /t/ sound in words
- Read and write words with /t/ > 'ed', 't', and 'tt'
- Sort words by spelling of /t/, double final consonants as needed
- Distinguish between statements, questions, exclamations; correctly identify punctuation
- Spell and write one- and two-syllable words and Tricky Word *your*

Formative Assessment: AP 11.1, AP 11.2

RF.1.2c, RF.1.3b, RF.1.3f, RF.1.1a, L.1.1j. L.1.2b, RF.1.3b, RF.1.3e, RF.1.3g, L.1.2d

#### Skills 5

**Lesson 12** Spelling Alternatives and Tricky Word: Review /d/ > 'd', 'dd', and 'ed'; Introduce: *Stagecoach* 

- Recognize past tense marker at end of verbs
- Read words spelled with /d/ > 'd', 'dd', 'ed'
- Read "Jack's Tale," answer questions about text

**Formative Assessment:** AP 12.1, Observation, AP 10.2

RF.1.2c, RF.1.3b, RF.1.3e, RF.1.4a, RL.1.1

#### Skills 5

**Lesson 13** Spelling Alternatives: Review /f/ > 'f' and 'ff'

- Identify /f/ sound at beginning of words
- Read words spelled with /f/ > 'f' and 'ff'
- Read words with /f/ > 'f' and 'ff', /ch/ > 'tch', and /j/ > 'g', fill in the blanks
- Add proper end punctuation; write a statement, question, exclamation
- Read "The Visit," and answer questions about text

**Formative Assessment:** AP 13.1, AP 13.2, Observation, AP 13.3

RF.1.2c, RF.1.3b, RF.1.1a, L.1.1j, L.1.2b, RF.1.3e, RF.1.4a, RL.1.1

#### 4 Skills 5

**Lesson 14** Spelling Alternatives and Tricky Word: Introduce /v/ > 'v' and 've'; Introduce: *Picture* 

- Distinguish between /f/ and /v/ sounds
- Read and write words with /v/ > 'v', 've'
- · Read and write Tricky Word picture
- Find two examples of statements, questions, exclamations
- · Read "The Hike," answer questions about text

**Formative Assessment:** AP 14.1, Observation, AP 14.2

RF.1.2c, RF.1.3b, RF.1.3g, L.1.1j, RF.1.3e, RF.1.4a, RL.1.1

#### ) Skills 5

Lesson 15 Writing: Introduce Opinion Writing

- Spell dictated one- and two-syllable words and Tricky Word your
- Reread "The Hike" in pairs
- Distinguish between facts and opinions; identify author's opinion

**Formative Assessment:** AP 15.1, Observation, AP 15.2

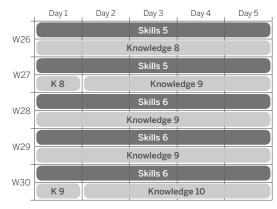
L.1.2d, RF.1.4b, RF.1.4a, W.1.1

Knowledge 8 Pausing Point Day 1	Knowledge 8 Pausing Point Day 2	5 Knowledge 8  Lesson 5 Animals of the Temperate  Deciduous Forest Habitat
		Explain what a forest is
		Identify characteristics of deciduous forest habitat
		Word Work: store; demonstrate understanding of word bark
		Write characteristics of deciduous forest habitat
		Formative Assessment: Habitat Journal
		SL.1.1, RI.1.2, L.1.4a, L.1.5d, W.1.2
/ Knowledge 8	5 Knowledge 8	
Lesson 6 Animals of the Tropical	Lesson 7 Animals of the Freshwater Habitat	
Rainforest Habitat	Identify different habitats	
Review characteristics of deciduous forest habitat	Identify characteristics of freshwater habitat	
Compare tropical rainforest and deciduous forest habitats	Word Work: float     Demonstrate understanding of phrase a fish out of water	
Word Work: canopy	Write about characteristics of freshwater	
Identify and use conjunction but  White all and all are admirations of transical resinfaces.	habitats	
Write about characteristics of tropical rainforest habitat	Formative Assessment: Habitat Journal	
Formative Assessment: Habitat Journal	SL.1.2, RI.1.2, RI.1.8, L.1.5c, L.1.4, W.1.2	

 ${\bf Amplify} {\tt CKLA}$ 

SL.1.2, RI.1.9, L.1.5c, L.1.1g, W.1.2

#### WEEK TWENTY-SIX



Knowledge 8: Animals and Habitats

Knowledge 9: Fairy Tales

Knowledge 10: A New Nation: American Independence

#### Skills 5

**Lesson 16** Writing: Plan and Draft an Opinion Paragraph as a Class

- Identify words with initial /r/ sound
- Read words with /r/ > 'r', 'wr'
- Brainstorm ideas about favorite event, plan and draft opinion paragraph
- Spell and write one- and two-syllable words and Tricky Word was

Formative Assessment: AP 16.1

RF.1.2c, RF.1.3b, W.1.1, W.1.7, L.1.2d

#### Skills 5

**Lesson 17** Writing: Plan and Draft an Opinion Paragraph Independently

- Review spellings for /j/, /g/, /k/
- Read "The Bone Man," answer questions about text
- Draft an opinion paragraph

**Formative Assessment:** Observation, AP 17.1, AP 17.2, AP 17.3

RF.1.3, RF.1.3e, RF.1.4a, RL.1.1, W.1.1

#### Z Skills 5

**Lesson 18** Writing: Edit an Opinion Paragraph

- Write spellings for certain sounds
- Build simple, declarative sentences, using adjectives, prepositions
- · Edit classmate's opinion paragraph

Formative Assessment: Written Response

RF.1.3a, L.1.1f, L.1.1i, L.1.1j, W.1.1, W.1.5, W.1.6

#### Skills 5

**Lesson 19** Spelling Alternatives: Review /l/ > 'l' and 'll'

- Read words spelled with /I/ > 'I' and /I/ > 'II'
- Expand short sentences using prepositions
- Read "Two Good Things and One Bad Thing," answer questions about text

Formative Assessment: AP 19.1. Observation

RF.1.3b, L.1.1i, L.1.1j, RF.1.4a, RL.1.1

#### ) Skills 5

**Lesson 20** Review and Practice: Spelling Assessment; Tricky Words

- Spell one- and two- syllable words and Tricky Word was
- Review and read previously taught Tricky Words
- · Generate adjectives for nouns
- Reread "Two Good Things and One Bad Thing," answer questions about text

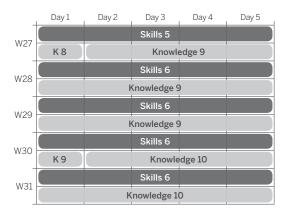
**Formative Assessment:** AP 20.1, Observation, AP 20.2

L.1.2d, RF.1.3g, L.1.1f, RF.1.4b, RL.1.1, RL.1.10

#### Knowledge 8 Knowledge 8 Knowledge 8 **Lesson 8** Animals of the Saltwater Habitat Lesson 9 Habitat Destruction and **Domain Review** Day 1 **Endangered Species** • Distinguish between fresh and salt water • Describe animal adaptations • Identify characteristics of saltwater habitat • Explain why and how habitat destruction can • Word Work: shallow cause extinction • Write about characteristics of saltwater habitat • Word Work: destroy Formative Assessment: Habitat Journal Create graphic organizer to record information about endangered species SL.1.2. RI.1.2. L.1.5c. W.1.2 Formative Assessment: AP 9.1 SL.1.1, RI.1.3, L.1.5c, RI.1.2, W.1.1 Knowledge 8 Knowledge 8 **Domain Assessment** Day 1 **Culminating Activities** Day 1

**Amplify**CKLA

#### WEEK TWENTY-SEVEN



Knowledge 8: Animals and Habitats

Knowledge 9: Fairy Tales

Knowledge 10: A New Nation: American Independence

#### Skills 5

**Lesson 21** Review: Review and Practice

- Write spellings for certain sounds
- Segment and blend two-syllable words
- Read and write two-syllable words with -ing, ed ending and r-controlled vowels
- Read "The Big Dig," answer questions about text

**Formative Assessment:** Written Response, AP 21.1, Observation, AP 21.2

RF.1.3a, RF.1.2c, RF.1.3e, RF.1.3f, RF.1.4a, RL.1.1

#### Skills 5

**Lesson 22** Unit Assessment: Word Recognition; Grammar

- Hear previously taught words and choose corresponding written word
- Identify and correctly use nouns, end punctuation, prepositional phrases, inflectional endings
- Read "The Scoop," answer questions about text

**Formative Assessment:** AP 22.1, AP 22.2, Observation, AP 22.3

RF.1.3b, RF.1.3e, L.1.1b, L.1.1f, L.1.1i, L.1.1j, L.1.2b, L.1.4c, RF.1.4a, RL.1.1

#### Skills 5 Pausing Point Day 1



## Skills 5 Pausing Point Day 3

# 1 Knowledge 8 Culminating Activities Day 2

#### Z Knowledge 9

**Lesson 1** Sleeping Beauty

- Discuss elements of stories
- Identify characters, settings, events in a fairy tale
- Word Work: wisdom
- Demonstrate understanding of phrase the land of Nod
- Use graphic organizer to identify character, settings, events of fairy tale

Formative Assessment: Exit Pass

SL.1.4, RL.1.3, L.1.5, L.1.5c, W.1.3

#### 5 Knowledge 9

Lesson 2 Rumpelstiltskin

- Review elements of fairy tales
- Describe problem and solution in plot of fairy tale
- Word Work: succeed
- · Act out scenes from a fairy tale
- Use graphic organizers to identify and compare elements of fairy tales

Formative Assessment: Exit Pass

SL.1.1, RL.1.3, L.1.5, L.1.5c, SL.1.4, RL.1.9

#### $\frac{1}{1}$ Knowledge 9

Lesson 3 Rapunzel

- · Review elements of fairy tales
- Identify characters, settings, events in fairy tale
- Word Work: delight
- Use graphic organizers to compare elements of fairy tales

Formative Assessment: AP 3.2

SL.1.4, RL.1.3, L.1.5, L.1.5c, RL.1.9

#### 5 Knowledge 9

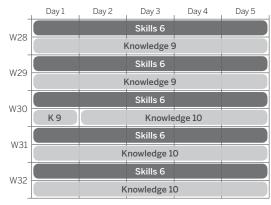
Lesson 4 The Frog Prince, Part I

- · Review elements of fairy tales
- Identify characters, settings, events in a fairy tale
- · Word Work: retrieved
- Practice using conjunction so
- Use graphic organizer to retell and identify elements of fairy tale

Formative Assessment: AP 4.1

SL.1.4, RL.1.3, L.1.5, L.1.5c, L.1.1g, W.1.7

#### WEEK TWENTY-EIGHT



Knowledge 9: Fairy Tales

Knowledge 10: A New Nation: American Independence

#### Skills 6

**Lesson 1** Spelling Alternatives: Introduce /s/ > 'c'

- Review /s/ > 's', 'ss' spellings, learn sound/ spelling /s/ > 'c'
- Read words with /s/ > 's', 'ss', and 'c'
- Read "In the Cave," describe elements of story
- Spell two-syllable words and Tricky Word their

Formative Assessment: Observation. AP 1.2

RF.1.2, RF.1.3b, RL.1.3, W.1.3, L.1.2d

#### Skills 6

**Lesson 2** Tricky Spelling: Introduce 'c' > /k/ and /s/

- Read words with 'c' > /k/, /s/, sort words based on 'c' sound
- Answer questions about an event

Formative Assessment: AP 2.1

RF.1.2, RF.1.3b, W.1.3, SL.1.4, L.1.2e

#### 5 Skills 6

**Lesson 3** Writing: Draft a Personal Narrative

- Identify r-controlled vowel spellings
- Sort words with 'c' > /k/, /s/, produce sentences
- · Create drafts of personal narrative

Formative Assessment: Exit Pass

RF.1.3c, RF.1.2, RF.1.3b, W.1.3, SL.1.4, L.1.2e

#### Skills 6

**Lesson 4** Writing: Plan and Draft a Personal Narrative

- Read words with /s/ > 'ce', 'se', 'c', 'ss'
- Sort words with /s/ > 'ce', 'se'
- · Plan and draft personal narrative

**Formative Assessment:** Observation, AP 4.1, AP 4.2

RF.1.3b, W.1.3, SL.1.4, L.1.2e

#### Skills 6

**Lesson 5** Review and Practice: Spelling Assessment

- Spell and write two-syllable words and Tricky Word their
- Peer-edit personal narrative drafts, publish personal narratives

Formative Assessment: AP 5.1, Exit Pass

RF.1.3b, L.1.2d, W.1.3, W.1.5, W.1.6

**Lesson 5** The Frog Prince, Part II

- Review elements of fairy tales
- Identify elements in fairy tale to determine if predictions were correct
- · Word Work: contented
- Demonstrate understanding of word bowl
- Use graphic organizer to retell and identify elements of fairy tale

Formative Assessment: AP 4.1

SL.1.4, RL.1.3, RL.1.10, L.1.5, L.1.5c, L.1.4, RL.1.2

2	Knowledge 9 Pausing Point Day 1

Know Pausing			

#### Knowledge 9

Lesson 6 Hansel and Gretel, Part I

- Review elements of fairy tales
- Retell and identify elements of a fairy tale
- Word Work: comforted
- Use graphic organizer to compare fairy tale characters

Formative Assessment: Exit Pass

SL.1.4. RL.1.3. L.1.5. L.1.5c. W.1.1. W.1.8

#### 5 Knowledge 9

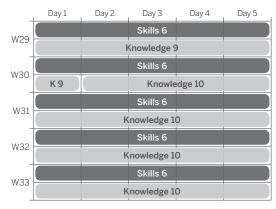
Lesson 7 Hansel and Gretel, Part II

- Review elements of fairy tales
- Identify elements in fairy tale to determine if predictions were correct
- Word Work: creep
- Sequence events of fairy tale
- Use graphic organizer to retell fairy tale

**Formative Assessment:** AP 7.1

SL.1.4, RL.1.3, RL.1.10, L.1.5, L.1.5d, RL.1.2, W.1.3

#### WEEK TWENTY-NINE



Knowledge 9: Fairy Tales

**Knowledge 10:** A New Nation: American Independence

#### Skills 6

**Lesson 6** Tricky Spelling: Review 'c' > /k/ and /s/

- Read and sort tricky spelling 'c' > /k/, /s/
- Read and sort words with /s/ > 'c', 'ce', 'se'
- Read "Mister Spencer and the Rabbits," answer questions about text
- Read and spell one-syllable words and Tricky Word here

Formative Assessment: AP 6.1, Observation

RF.1.3, RF.1.4a, RL.1.1, RL.1.3, RF.1.3b, L.1.2d

#### Skills 6

**Lesson 7** Grammar: Introduce Pronouns

- · Segment and blend two-syllable words
- Read sentences where pronouns are substituted for nouns, identify replaced noun
- Read "The Picnic by the River," answer questions about text

Formative Assessment: AP 17.1, Observation

RF.1.2d, L.1.1d, RF.1.4a, RL.1.1, RL.1.3

#### 5 Skills 6

**Lesson 8** Tricky Spelling: Review 'g' > /g/ and /j/

- Use prepositions and adjectives to expand sentences
- Read words with tricky spelling, review spelling alternatives
- Reread "The Picnic by the River," answer questions about text

Formative Assessment: Observation, AP 8.1

L.1.1f, L.1.1i, L.1.1j, RF.1.3, RL.1.1, RL.1.3, RF.1.4b

#### Skills 6

**Lesson 9** Grammar: Use Adjectives and Prepositions

- Use adjectives and prepositions to expand sentences
- Use pronouns he, she, it, I, you to complete sentences
- Read "Ants," answer questions about text

**Formative Assessment:** AP 9.1, Observation, AP 9.2

L.1.1f, L.1.1i, L.1.1j, L.1.1d, RL.1.1, RL.1.3, RF.1.4a

#### ) Skills 6

**Lesson 10** Spelling Alternatives: Introduce /n/ > 'kn'

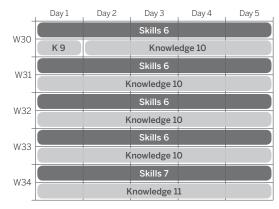
- Spell and write one-syllable words and Tricky Word here
- Read and sort words spelled with /n/ > 'kn', 'nn', 'n'
- Read "The Band," answer questions about text

**Formative Assessment:** AP 10.1, Observation, AP 10.3

RF.1.3b, RF.1.3g, L.1.2d, RL.1.1, RL.1.3, RF.1.4a

#### Knowledge 9 Knowledge 9 Knowledge 9 Lesson 8 Jack and the Beanstalk, Part I Lesson 9 Jack and the Beanstalk, Part II **Domain Review** Day 1 • Review elements of fairy tales • Review elements of fairy tales • Retell and identify elements of a fairy tale • Identify elements in fairy tale to determine if predictions were correct • Word Work: precious • Word Work: rudely, politely • Draft narrative retelling fairy tale • Edit draft of narrative Formative Assessment: AP 8.2 Formative Assessment: AP 9.1 SL.1.4. RL.1.3. L.1.5. L.1.5c. W.1.3 SL.1.4, RL.1.3, RL.1.10, L.1.5, L.1.5c, W.1.3, W.1.5 Knowledge 9 Knowledge 9 **Domain Assessment** Day 1 **Culminating Activities** Day 1

#### WEEK THIRTY



Knowledge 9: Fairy Tales

Knowledge 10: A New Nation: American Independence

Knowledge 11: Frontier Explorers

#### Skills 6

**Lesson 11** Spelling Alternatives: Review /n/ > 'kn', 'n', 'nn' and /s/ > 'c', 'ce', 'se'

- Read and write words with certain spelling alternatives
- Read "The Yard Sale," answer questions about text
- Read and spell words containing /m/ > 'm', 'mm', consonant clusters, Tricky Word could

**Formative Assessment:** AP 11.1, AP 11.2, Observation. AP 11.3

RF.1.3b, RL.1.1, RL.1.3, RF.1.4a, RF.1.3b, RF.1.3g, L.1.2d

#### Skills 6

**Lesson 12** Grammar: Review Nouns and Pronouns

- · Use pronouns to replace nouns
- Use previously taught Tricky Words to create story
- Read "The Storm," answer written short-answer questions

Formative Assessment: Observation, AP 12.1

L.1.1d, RF.1.3g, RL.1.1, RF.1.4a

#### 5 Skills 6

#### Lesson 13 Grammar:

Practice Using Nouns and Pronouns

- · Segment and blend two-syllable words
- Make sentences with pronouns he, she, it, I, you, match pronouns with nouns
- Read "Dark Clouds and Wind," answer questions about text

Formative Assessment: Observation, AP 13.2

RF.1.2d, L.1.1b, L.1.1d, RL.1.1, RF.1.4a

#### Skills 6

#### Lesson 14 Grammar:

Review Adjectives and Prepositions

- · Segment and blend two-syllable words
- Use adjectives and prepositions to expand sentences
- Read "In the Storm Shelter," answer questions about text

Formative Assessment: Observation, AP 14.1

RF.1.2d, RF.1.3d, L.1.1f, L.1.1i, RL.1.1, RF.1.4a

#### Skills 6

**Lesson 15** Review and Practice: Spelling Assessment and Plural Nouns

- Spell and write words with /m/ > 'm', 'mm', consonant clusters, Tricky Word could
- Read plural nouns ending in -s, -es, sort words according to pronunciation
- Read "The Visit," answer questions about text

**Formative Assessment:** AP 15.1, AP 15.2, Observation. AP 15.3

RF.1.3b, RF.1.3g, L.1.2d, RF.1.3f, L.1.1c, RL.1.1, RF.1.4a

#### Knowledge 10 Knowledge 9 Knowledge 10 **Culminating Activities** Day 2 Lesson 1 The New World **Lesson 2** A Taxing Time: The Boston Tea Party • Identify where and how the thirteen colonies • Identify first English settlements in America were formed • Describe Boston Tea Party • Identify first English settlements in America Word Work: goods • Word Work: settlements • Describe Boston Tea Party • Identify and sequence first English settlements Formative Assessment: Exit Pass in America SL.1.4. RI.1.2. L.1.5. L.1.5c. RI.1.6. SL.1.2 Formative Assessment: AP 1.1 SL.1.1, RI.1.10, RI.1.2, L.1.5, L.1.5c, SL.1.2 ┡ Knowledge 10 Knowledge 10 **Lesson 3** The Shot Heard Round the World **Lesson 4** Declaring Independence • Describe Boston Tea Party · Identify and describe events leading to Revolutionary War · Identify and describe events leading to Revolutionary War · Explain significance of Declaration of Independence Word Work: volunteers • Word Work: independent • Demonstrate understanding of phrase let the cat · Explain significance of Declaration of out of the bag

Independence

SL.1.2, RI.1.2, L.1.5, L.1.5c, RI.1.6

Formative Assessment: Exit Pass

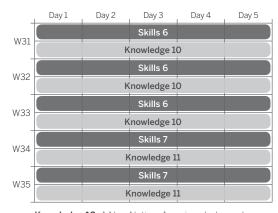
**Amplify**CKLA

• Use graphic organizer to summarize Read-Aloud

Formative Assessment: AP 3.1

SL.1.4, RI.1.3, L.1.5, L.1.5c, L.1.4, RI.1.2

#### WEEK THIRTY-ONE



**Knowledge 10:** A New Nation: American Independence **Knowledge 11:** Frontier Explorers

#### Skills 6

**Lesson 16** Spelling Alternatives: Introduce /w/ > 'w' and 'wh'

- Read and sort words spelled with /w/ > 'w', 'wh'
- Read "The Soccer Game," answer questions about text
- Read and spell words with /n/ > 'n', 'nn', 'kn' and Tricky Word why

Formative Assessment: Observation, AP 16.1

RF.1.3b, RL.1.1, RF.1.4a, L.1.4a, RF.1.3b, RF.1.3g, L.1.2d

#### Skills 6

**Lesson 17** Review and Practice: Tricky Words and Spelling Alternatives

- Read and use previously taught Tricky Words
- Write sound/spellings for consonant sounds
- Read "Supper," answer questions about text

**Formative Assessment:** Exit Pass, Observation, AP 17.1

RF.1.3g, RF.1.3a, RL.1.1, RF.1.4a, W.1.1

#### 5 Skills 6

**Lesson 18** Spelling Alternatives: Introduce /ng/ > 'ng' and 'n'

- Identify vowel spellings including r-controlled vowel spellings
- Decode words with /ng/ > 'ng', 'n'
- Read "Grace the Performer," answer questions about text

Formative Assessment: Observation

RF.1.3c, RF.1.3b, RL.1.1, RF.1.4a, RL.1.9

#### + Skills 6

**Lesson 19** Tricky Spelling: Introduce 'n' > /n/ and /ng/

- Expand short phrases into sentences using adjectives and prepositions
- Decode words with tricky spelling 'n' > /n/, /ng/
- Reread "Grace the Performer," answer questions about text, write opinion piece

**Formative Assessment:** AP 19.1, Observation, AP 19.2

L.1.1f, L.1.1i, L.1.1j, RF.1.3a, RF.1.3b, RL.1.1, RF.1.4a, W.1.1

#### Skills 6

**Lesson 20** Review and Practice: Spelling Assessment and Pronouns

- Spell words with /n/ > 'kn', 'nn', 'n' and Tricky Word why
- Use personal pronouns in written sentences
- Read "The Frog Jumping Contest," answer questions about text

Formative Assessment: AP 20.1, Observation, AP 20.2

RF.1.3, L.1.2d, L.1.1d, RF.1.4a, RL.1.1, RL.1.3, SL.1.4

Lesson 5 The Legend of Betsy Ross

- Identify and describe events leading to Revolutionary War
- Identify legend of Betsy Ross
- Word Work: alternating
- Sequence events of early United States history

Formative Assessment: AP 5.1

SL.1.2, RL.1.2, L.1.5, L.1.5c, SL.1.2

#### Z Knowledge 10

Pausing Point 1 Day 1

#### 5 Knowledge 10

**Lesson 6** George Washington, Commander in Chief

- Identify key events in founding of United States
- Describe contributions of George Washington
- Word Work: struggled
- Describe contributions of George Washington

Formative Assessment: Exit Pass

SL.1.2, RI.1.1, L.1.5, L.1.5c, RI.1.6

#### '+ Knowledge 10

**Lesson 7** Will This War Never End?

- Describe contributions of George Washington
- Listen to contributions of George Washington
- Word Work: confident
- Practice using action words

Formative Assessment: Exit Pass

SL.1.1, RI.1.1, L.1.5, L.1.5c, L.1.1, L.1.1e

#### ) Knowledge 10

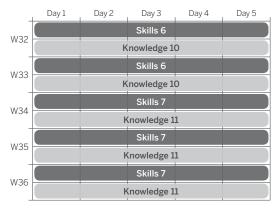
Lesson 8 A Young Nation Is Born

- Describe contributions of George Washington
- Listen to contributions of George Washington
- Word Work: president
- Practice using action verbs
- Sequence events of early United States history

Formative Assessment: Exit Pass

SL.1.2. RI.1.1. L.1.5. L.1.5c. L.1.1. L.1.1e

#### WEEK THIRTY-TWO



**Knowledge 10:** A New Nation: American Independence **Knowledge 11:** Frontier Explorers

#### Skills 6

**Lesson 21** Grammar: Verb Tense and Root Words

- State when an action took place based on verb tense
- Write inflectional ending on root words, double final consonant when necessary
- Read "The Spinning Wheel," answer questions about text

**Formative Assessment:** AP 21.1, Observation, AP 21.2

L.1.1e, RF.1.3f, L.1.4c, RL.1.1, RF.1.4a

#### Skills 6

**Lesson 22** Review and Practice: Pronouns and Vowel Digraphs

- Pair pronouns with appropriate nouns
- Spell dictated words
- Read "Buster the Pig," answer questions
  about text

**Formative Assessment:** Exit Pass, Observation, AP 22.1

L.1.1d, RF.1.3c, RF.1.4a, RL.1.1

#### 5 Skills 6

**Lesson 23** Review and Practice: End-of-Unit Review

- Segment and blend two-syllable words
- Read "Whisper," answer questions about text

Formative Assessment: Observation, AP 23.3

RF.1.2d, RL.1.1, RF.1.4a, W.1.1

#### Skills 6

**Lesson 24** Unit Assessment: Word Recognition

- · Read and identify dictated words
- Read "The Harvest," answer questions about text

**Formative Assessment:** AP 24.1, Observation, AP 24.2

RF.1.3b, RF.1.4a, RL.1.1

#### Skills 6

**Lesson 25** Unit Assessment: Reading Comprehension

- Read "The Prince Gets a Pet," answer questions about text
- Read "The Harvest Marvel," answer questions about text

**Formative Assessment:** AP 25.2, Observation, AP 25.3

RL.1.1, RF.1.4a

Lesson 9 Never Leave Until Tomorrow What You Can Do Today

- Describe contributions of George Washington
- Describe contributions of Benjamin Franklin
- Word Work: almanac
- Demonstrate understanding of saying never leave until tomorrow...
- Describe contributions of Benjamin Franklin

Formative Assessment: Exit Pass

SL.1.1. RI.1.1. L.1.5. L.1.5c. L.1.4. RI.1.6

Knowledge 10

**Lesson 10** Building a Nation with Words and Ideas

- Describe contributions of Benjamin Franklin
- Describe contributions of Thomas Jefferson
- · Word Work: anniversary
- Examine a picture to describe contributions of Thomas Jefferson

Formative Assessment: Exit Pass

SL.1.1. RI.1.1. L.1.5. L.1.5c. RI.1.6

3	Knov Pausing			

- Knowledge 10

Pausing Point 2 Day 2

Knowledge 10

Lesson 11 Liberty and Justice for ALL?

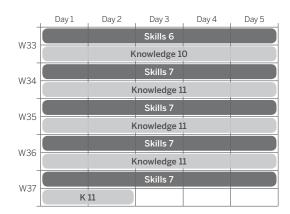
- Describe contributions of Founding Fathers
- Describe roles of enslaved Africans, Native Americans, women during evolution from colonies to independence
- Word Work: equally
- Use graphic organizer to plan informational paragraph

Formative Assessment: AP 11.1

SL.1.4, RI.1.3, L.1.5, L.1.5c, W.1.2

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#### WEEK THIRTY-THREE



Knowledge 10: A New Nation: American Independence Knowledge 11: Frontier Explorers Skills 6
Pausing Point Day 1

Skills 6
Pausing Point Day 2

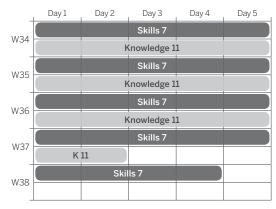
Skills 6
Pausing Point Day 3

Skills 6
Pausing Point Day 4

Skills 6
Pausing Point Day 5

# Knowledge 10 Knowledge 10 Knowledge 10 **Lesson 12** What Do a Flag, a Bell, and an Eagle **Domain Review** Day 1 **Domain Assessment** Day 1 Have in Common? • Describe contributions of Founding Fathers • Explain significance of several U.S. symbols • Word Work: symbols • Draft informational paragraph Formative Assessment: AP 12.1 SL.1.1, RI.1.3, L.1.5, L.1.5a, W.1.2 - Knowledge 10 Knowledge 10 **Culminating Activities** Day 1 **Culminating Activities** Day 2

# WEEK THIRTY-FOUR



Knowledge 11: Frontier Explorers

## Skills 7

**Lesson 1** Spelling Alternatives: Introduce /ae/ > 'ai' and 'ay'

- Decode words with /ae/ > 'ai', 'ay'
- · Read and write Tricky Word by and other words

Formative Assessment: Observation, AP 1.1

RF.1.3b, RF.1.3f, RF.1.3g, L.1.2d

## Skills 7

**Lesson 2** Spelling Alternatives: Practice /ae/ > 'ai' and 'ay'

- Decode words with /ae/ > 'ai', 'ay'
- Read "Martez, Martez, Martez," answer questions about text

Formative Assessment: Observation, AP 2.1

RF.1.3b, RF.1.4a, RI.1.5, RL.1.1

## 5 Skills 7

**Lesson 3** Grammar: Plural Nouns and Noun-Verb Agreement

- Distinguish between common and proper nouns
- Form plural nouns; match plural nouns and verbs in sentences
- Read "Martez, Martez," answer questions about text

**Formative Assessment:** Exit Pass, Observation, AP 3.1

L.1.1b, RF.1.3f, L.1.1c, RF.1.4a, RL.1.1

## Skills 7

**Lesson 4** Grammar: Conjunctions and Noun-Verb Agreement

- Revise and expand sentences using conjunctions and, but, so, or
- Distinguish between singular and plural nouns, match correct verb form with noun
- Read "Dinner with Kay," answer questions about text

**Formative Assessment:** Exit Pass, Observation, AP 4.1

L.1.1g, RF.1.3f, L.1.1c, RF.1.4a, RI.1.5, RL.1.1

### ) Skills 7

**Lesson 5** Review and Practice: Spelling Assessment

- Write Tricky Word by
- Decode words with /ae/ > 'ai,' 'ay' and r-controlled vowel sounds
- Read "The Red Dish," answer questions about text

**Formative Assessment:** AP 5.1, AP 5.2, AP 5.3, Observation

RF.1.3f, RF.1.3g, L.1.2d, RF.1.3b, RF.1.4a, RI.1.5, RL.1.1

## Knowledge 11

**Lesson 1** Daniel Boone and the Opening of the West

- Sequence historical topics about North America
- Describe Daniel Boone and Appalachian Mountains
- Word Work: barrier
- Describe why Appalachian Mountains were a barrier for settlers

Formative Assessment: AP 1.1

SL.1.1, RI.1.1, L.1.5a, L.1.5c, RI.1.3

## Z Knowledge 11

**Lesson 2** Crossing the Appalachian Mountains

- Describe challenges of crossing Appalachian Mountains
- Describe Daniel Boone's adventures
- Word Work: pioneers
- Use graphic organizer to analyze actions of Daniel Boone

Formative Assessment: AP 2.1

RI.1.8, SL.1.2, RI.1.3, L.1.5c, W.1.8

## 5 Knowledge 11

**Lesson 3** Jefferson and Monroe

- Identify geographic features of United States
- Explain why Thomas Jefferson wanted to buy New Orleans
- Word Work: mouth
- Identify and use different types of sentences

Formative Assessment: AP 3.1

SL.1.1, RI.1.3, L.1.5c, L.1.1j

## $\leftarrow$ Knowledge 11

**Lesson 4** The Louisiana Purchase

- Review importance of Mississippi River
- Explain significance of Louisiana Territory and Louisiana Purchase
- Word Work: purchase
- Write sentences about Louisiana Purchase

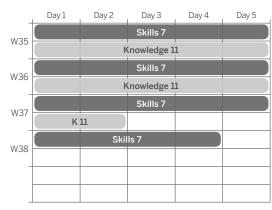
**Formative Assessment:** AP 4.1

SL.1.2, RI.1.3, L.1.5c, W.1.2

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Pausing Point Day 1

# WEEK THIRTY-FIVE



Knowledge 11: Frontier Explorers

### Skills 7

**Lesson 6** Grammar: Noun-Verb Agreement

- Distinguish between verb tenses, match correct verb form with nouns in sentences
- Read "The Red Dish," answer questions about text
- Correctly spell Trick Word your

Formative Assessment: Observation, AP 6.1

RF.1.3f, L.1.1c, RF.1.4a, RL.1.1, W.1.1, W.1.2, RF.1.3g, L.1.2d

## Skills 7

Lesson 7 Grammar: Commas in a Series

- Segment and blend two-syllable words into syllables and sounds
- Use commas to separate words in a series, insert commas between words
- Read "In the Mail," answer questions about text

**Formative Assessment:** AP 7.1, Observation, AP 7.2

RF.1.2d, L.1.2c, RF.1.4a, RL.1.1

## 5 Skills 7

**Lesson 8** Grammar: Root Words with Inflectional Endings

- Revise, expand sentences using conjunctions and, but, or, so
- Add inflectional endings to root words, learn to double final consonant
- Read "The Holiday," answer questions about text, summarize story

**Formative Assessment:** AP 8.1, Observation, AP 8.2

L.1.1g, L.1.4c, RF.1.4a, RI.1.5, RL.1.1

## Skills 7

**Lesson 9** Review and Practice: Tricky Words and Punctuation

- Read previously taught Tricky Words; construct story; replace misused words
- Determine correct end punctuation; capitalize words
- Read sentences containing series of words, separate words with commas
- Read "Better than the Best," answer questions about text

Formative Assessment: Observation

RF.1.3g, RF.1.1a, L.1.2b, L.1.2c, RF.1.4a, RI.1.5, RL.1.1

#### Skills 7

**Lesson 10** Review and Practice: Spelling Assessment

- Correctly spell Tricky Word your
- Fix sentences with missing punctuation
- Read "The Long Cab Ride," answer questions about text

**Formative Assessment:** AP 10.1, AP 10.2, Observation

L.1.2d, RF.1.1a, L.1.2b, RF.1.4a, RI.1.5, RL.1.1

Knowledge 11 Pausing Point Day 2	<ul> <li>Knowledge 11 Lesson 5 Lewis and Clark <ul> <li>Review events leading up to Louisiana Purchase</li> <li>Explain reasons Lewis and Clark went on their expedition</li> <li>Word Work: brave</li> <li>Demonstrate understanding of word route</li> </ul> </li> <li>Formative Assessment: Map with Route <ul> <li>SL.1.2, Rl.1.2, L.1.5c</li> </ul> </li> </ul>	<ul> <li>Knowledge 11 Lesson 6 Lewis and Clark: The Journey Begins <ul> <li>Identify Lewis and Clark's three tasks</li> <li>Describe beginning of Lewis and Clark's expedition</li> <li>Word Work: expedition</li> <li>Act out Louis and Clark's final preparations</li> </ul> </li> <li>Formative Assessment: Exit Pass <ul> <li>SL.1.2, RI.1.7, L.1.5c, RI.1.2</li> </ul> </li> </ul>
Knowledge 11 Lesson 7 Discovery and Danger on the Prairie  • Explain how Lewis and Clark prepared for their expedition  • Describe Lewis and Clark's encounters with Native Americans	<ul> <li>Knowledge 11         Lesson 8 Sacagawea         </li> <li>Review tasks Lewis and Clark have accomplished so far</li> <li>Describe how Sacagawea came to be part of Lewis and Clark's expedition</li> </ul>	

**Formative Assessment:** AP 7.1 SL.1.2, RI.1.3, L.1.5c, RI.1.2

accomplished

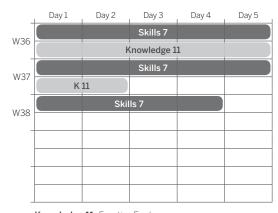
Record information about tasks Lewis and Clark

Word Work: protection
 Record information about tasks Lewis and Clark accomplished

Formative Assessment: AP 7.1

SL.1.2, RI.1.3, L.1.5a, L.1.5c, RI.1.2

# WEEK THIRTY-SIX



**Knowledge 11:** Frontier Explorers

#### Skills 7

**Lesson 11** Spelling Alternatives: Introduce /oe/ > 'oa'

- Decode words with /oe/ > 'o\_e', 'oa', sort words based on spelling features
- Read "The Long Cab Ride," answer questions about text, write short opinion
- · Read and write Tricky Word who

Formative Assessment: Observation, Exit Pass

RF.1.3b, RF.1.4a, RL.1.1, W.1.1, RF.1.3g, L.1.2d

## Skills 7

**Lesson 12** Review and Practice: Conjunctions and Long Vowel Spellings

- Revise and expand sentences using conjunctions and, but, so, or
- Decode words with /ae/ > 'ai', /ae/ > 'ay', /oe/ > 'oa', use words to complete sentence
- Read "The Vote," answer questions, write short opinion, compare/contrast behavior

Formative Assessment: AP 12.1. AP 12.2

L.1.1g, RF.1.3b, RF.1.4a, RI.1.5, RL.1.1, RL.1.9, W.1.1

## Skills 7

**Lesson 13** Writing: Introduce Instructional Writing

- Read "Mister Gomez," answer questions about text
- Listening to instructions, draw two pictures

Formative Assessment: AP 13.1

RF.1.4a, RL.1.1, W.1.2

#### / Skills 7

**Lesson 14** Instructional Writing: Sequencing Steps

- Read "A House in the Clouds," answer questions, compare and contrast experiences
- Examine examples of poor sequencing, revise instructions into logical order

Formative Assessment: Observation, AP 14.1

RF.1.4a, RI.1.5, RL.1.1. RL.1.9, W.1.2

### Skills 7

**Lesson 15** Review and Practice: Spelling Assessment

- Spell Tricky Word who
- Read "A House in the Clouds," answer questions about text, write opinion
- Work together to plan instructions

**Formative Assessment:** AP 15.1, Observation, AP 15.2

RF.1.3c, RF.1.3g, L.1.2d, RF.1.4a, RL.1.1, W.1.1, W.1.2

## Knowledge 11

Lesson 9 Red Cedars and Grizzly Bears

- Review the tasks Lewis and Clark have accomplished so far
- Describe additional things Lewis and Clark encountered
- Word Work: record
- Record information about tasks Lewis and Clark accomplished

Formative Assessment: AP 7.1

SL.1.2, RI.1.2, L.1.5c

## Z Knowledge 11

**Lesson 10** Rivers and Mountains

- Review the tasks Lewis and Clark have accomplished so far
- Explain why Lewis and Clark were unable to accomplish last task
- Word Work: dull
- Record information about tasks Lewis and Clark accomplished

Formative Assessment: AP 7.1

SL.1.2, RI.1.3, L.1.5c, RI.1.2

## 5 Knowledge 11

**Lesson 11** To the Pacific and Back

- Review tasks Lewis and Clark accomplished
- Describe end of Lewis and Clark's expedition
- Word Work: contentment
- Summarize Lewis and Clark's expedition

**Formative Assessment:** Lewis and Clark Paragraph

SL.1.2, RI.1.2, L.1.5c, W.1.2

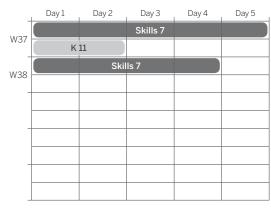
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**Domain Review** Day 1

) Knowledge 11

**Domain Assessment** Day 1

# WEEK THIRTY-SEVEN



Knowledge 11: Frontier Explorers

#### Skills 7

**Lesson 16** Instructional Writing: Planning and Drafting

- Read "The Market," answer questions about text, write opinion
- Review steps for writing instruction in logical order

**Formative Assessment:** Observation, AP 16.1, AP 16.2, AP 16.3

RF.1.4a, RL.1.1, W.1.1, W.1.2

## Skills 7

**Lesson 17** Instructional Writing: Editing and Publishing

- Decode multisyllable words
- Read "A Rainforest Ride," answer questions about text
- Edit a partner's planning and drafting templates from previous lesson
- Write final copies of instructional drafts

**Formative Assessment:** Observation, Instructional Writing

RF.1.3e, RF.1.4a, RI.1.5, RL.1.1, W.1.1, W.1.5, RF.1.1a, W.1.2

## 5 Skills 7

**Lesson 18** Grammar Review: Conjunctions and Punctuation

- Revise and expand sentences using conjunctions and, but, so, or
- Add appropriate punctuation
- Decode words with /ae/ > 'ai', 'ay'
- Read "A Rainforest Ride," answer questions about text

**Formative Assessment:** AP 18.1, Observation, AP 18.2

L.1.1g, RF.1.1a, L.1.2b, L.1.2c, RF.1.3e, RF.1.4a, RF.1.4b, RL.1.1, W.1.1

## Skills 7

**Lesson 19** Silent Reading Comprehension: End-of-Year Assessment

- · Read and comprehend text
- Read "Shark and Wee Fish," answer questions about text
- · Read "The Dive," answer questions about text

Formative Assessment: None

RL.1.1. RF.1.4a, RI.1.5, W.1.1

### ) Skills 7

**Lesson 20** Fluency: End-of-Year Assessment

- Read "Shark and Wee Fish," answer questions about text
- Read" At the Airport," answer questions about text

Formative Assessment: None

RF.1.4a, RL.1.1, RI.1.5, W.1.2

Knowledge 11 Culminating Activities Day 1	Knowledge 11 Culminating Activities Day 2	

## **\* WEEK THIRTY-EIGHT**

Day 5 Day 2 Day 3 Day 4 Skills 7 W38

Skills 7

**Lesson 21** Word Reading in Isolation: End-of-Year Assessment

• Read individual words in isolation featuring various syllables

Formative Assessment: None

RF.1.3a, RF.1.3b, RF.1.3c, RF.1.3d, RF.1.3e

'/	Skills 7
	Pausing Point Day 1
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3	Skill Pausin	.S 7 g Point	Day 2		

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# Additional Resources

#### In this section

- Spelling Lists
- Master Supply List
- Standards Alignment
- Standards Checklist
- 4-year Calendar
- Contacts
- Notes

## Grade 1 Spelling Lists

Lesson numbers show the lesson in which the words are assessed.

#### Skills 3

Lesson 10 Lesson 15 Lesson 5

seed tooth proud make frog room hide quote brook stone wood shout booth green moth spoon south same line took stood

Tricky Word: they Tricky Word: why Tricky Word: down

#### Skills 4

Lesson 5 Lesson 10 Lesson 15 Lesson 20

Wednesday forest parked sharp Sunday sounded spoil zipper Friday crawl perfume lifted Monday verb barking pointed Thursday start morning tripped Tuesday shark carpet grinned Saturday fern border waved

Tricky Word: would Tricky Word: because Tricky Word: today Tricky Word: have

#### Skills 5

Lesson 10 Lesson 15 Lesson 20 Lesson 5

trucker horn chips gem planned park fetch magic verb shine fringe add barns flash kitten charged short duck marsh jumping porch catch germ parked herd offer much jars

Tricky Word: said Tricky Word: how Tricky Word: your Tricky Word: was

## Skills 6

Lesson 5 Lesson 10 Lesson 15 Lesson 20

hidden cent hammer nose popping zip maps winner batter kiss mice kneel swimming prince trimmed running shredded skipped nugget pigs nodded jazz scrub center rotten sun space knit

Tricky Word: their Tricky Word: here Tricky Word: could Tricky Word: why

## Skills 7

Lesson 5 Lesson 10 Lesson 15

hands stay gain pitch escape layer knocked rain airplane wrapper explain classmate knitting hair railway fade stray brainstorm drinking display playground

Tricky Word: your Tricky Word: who

## CKLA Supply List Grade 1 Materials

U.S. map

☐ world map

□ yardstick

The general items list provides a list of items that are used throughout domains and units. Some of these items may already be in your classroom; others may need to be purchased or gathered. Please refer to your Teacher Guides for more details.

□ blank white paper ☐ cardstock or large plain index cards chart paper clipboard drawing tools for each student (pencils, crayons, colored pencils, etc.) glue or glue sticks (one per student) index cards – white, yellow, and green masking tape monthly calendar primary ruled writing paper for students ☐ ruler scissors (one pair per student) standard pocket chart thin-tipped green, red, and blue markers (one per student) transparent tape

## CKLA Supply List Grade 1 Materials

Below is a list of specific materials beyond common classroom materials that can be used in each unit and domain. Some materials are listed as optional because they are a part of Universal Access, a Pausing Point, or a Culminating Activity. **Please refer to your Teacher Guide for details.** 

Materials		Knowledge												Skills								
waterials	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7				
alphabet chart												0										
assorted snacks and candy for decoration									0													
bean seeds									0													
binoculars, flashlight, and balloon						0																
bins with labels for sorting rocks							0															
book to explain big numbers to children							0															
box or container and small ball							<b>√</b>															
brads (round-headed paper fasteners) – 1 box						0																
branch, net, and box	<b>√</b>																					
brimmed hat			0																			
calendar										0					0							
card stock						0																
cardstock or large blank index cards													<b>√</b>	0	<b>√</b>	<b>√</b>						
chips in different colors (chocolate or peanut butter; alternately, you can use crayon shavings instead), stove or hot plate (optional), aluminum foil, pan of hot water, plastic bags, clear jar							0															
classroom objects (various – pencils, crayons, erasers, etc.)	<b>√</b>																					
clear container, water from a pond or other fresh environment, salt, drinking water, two small drinking cups per student								0														
clear glass of water							$\checkmark$															
1 cup used coffee grounds, ½ cup cold coffee, ½ cup salt, 1 1/3 cups flour, medium mixing bowl (for making fossils)							0															
clear plastic drinking cup, $^{1}/_{4}$ cup vegetable oil, $1$ teaspoon of salt, food coloring (for making lava)							0															

Materials					Kn	owled	dge								Skills			
Materials	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
colored pencil or pen for each student														0	<b>√</b>			
compass, image of Yorktown										0								
complete anthology of the Brothers Grimm									0									
cookies with at least two visible ingredients							$\checkmark$											
copy of the Old Farmer's Almanac, fins, rocking chair, bifocals, a key, and a kite										0								
diagram of a house									0									
dirt							$\checkmark$											
dolls or action figures, toilet paper				0														
domain-related trade book	0	0	0	0	0	0	0		0	<b>√</b>	0							
effervescent tablets							0											
envelope, plastic bag, or binder ring (one per student)													<b>√</b>					
examples of solids and liquids						<b>√</b>												
fast growing seeds, two small containers, sand, soil, water				0														
four different kinds of small/medium-sized rocks for each student							0											
four to ten small objects in a box															<b>√</b>			
glass jar, potting soil, red clay, and rock							<b>√</b>											
globe							<b>√</b>											
globe, clock, flashlight, flag or pin to mark globe						<b>√</b>												
graham crackers and white frosting									0									
grape (one per student)															<b>√</b>			
green and red markers												<b>√</b>						
green, blue, purple markers or crayons for each student																<b>√</b>		
handheld mirrors												0	0					
hardboiled egg							0											

O = optional ✓ = needed for unit/domain

Materials					Kn	owled	dge								Skills			
Waterials	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
image of a rainforest					0													
image of contemporary royal family									0									
image of hurricane and sapodilla tree					0													
image of real beanstalk									0									
image of the Boston Tea Party										0								
image of the Brothers Grimm									0									
image of tree shading a person						<b>√</b>												
image showing Uranus on its axis						0												
image/sample of a gingerbread house									0									
images of a car, telephone, and a washing machine		0																
images of a dairy cow, ducks, geese	<b>√</b>																	
images of a multistory building, pyramid, and market					0													
images of a reef, fish that live in a reef, and scuba divers													0					
images of a scorpion and a bull						0												
images of a shovel, hoe, and plow					0													
images of a silkworm and cocoon			0															
images of a valley, island, Lake Texcoco, and the Mexican flag					0													
images of a variety of written languages, including ancient cuneiform				0														
images of a violin and free throw shot									0									
images of ancient Egyptians and the geographic region				<b>√</b>														
images of animal hooves, earmuffs, and snowshoes								0										
images of animals who hibernate underground			0															
images of body parts related to the five senses		0																
images of bones, x-ray images of bones		0																

Materials	Knowledge														Skills			
Materials	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
images of canyons											0							
images of dinosaurs							<b>√</b>											
images of egrets, dragonflies, and hippopotamuses			0															
images of Egyptian gods and goddesses				<b>√</b>														
images of flags of the home countries of students' parents												0						
images of fossils and fossil dig sites							<b>√</b>											
images of freshwater and saltwater habitats								0										
images of hammer/nails and constellations						<b>√</b>												
images of hieroglyphs/hieroglyphics and papyrus				0														
images of items or realia to illustrate sounds and spellings																	<b>√</b>	<b>√</b>
images of items to demonstrate depictable words, action words (verbs), nouns, and prepositions												0						
images of Jeffersonian buildings										$\checkmark$								
images of leopards, scorpions, snakes, and a savanna			0															
images of liquids and solids		0																
images of living and nonliving things								<b>√</b>										
images of mangers	<b>√</b>																	
images of minerals, such as gemstones, quartz, and crystals							<b>√</b>											
images of modern chinampas					0													
images of nutritious and non-nutritious foods		<b>√</b>																
images of objects in bunches	0																	
images of people on starting blocks and swimming in lanes													0					
images of people skiing, mountain climbing, biking, shopping, swimming, etc.													0					
images of plants and animals that live in the rainforest								<b>√</b>										
images of prairies, plants, and animals that live on a prairie											0							

Materials	Knowledge														Skills			
Materials	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
images of rabbit habitats	0																	
images of red cedar trees, grizzly bears, and black bears											0							
images of roasted chicken, green bean salad, whole grain white rice, frozen yogurt, and strawberries		0																
images of Sacagawea, black-billed magpies, and bison											0							
images of savannas, grasslands, and animals that coexist								0										
images of shutters										0								
images of singular and plural nouns																0		
images of stars, planets, telescope, observatory, and tortoise					0													
images of the Arctic tundra, Arctic Ocean, and animals that live in these habitats								0										
images of the desert and mountaintops					0													
images of the Great Pyramid, the Sphinx, and pharaohs				<b>√</b>														
images of the Mississippi River, New Orleans											0							
images of the Sonoran desert and animals that live there								0										
images of the wilderness and mountains											0							
images of things showing layers							<b>√</b>											
images of tools used by Daniel Boone and the animals he hunted											0							
images of trumpets and trombones																	0	
images of two-syllable words in the unit																	0	
images of vegetables	0																	
images of volcanoes and geysers							<b>√</b>											
images or realia related to Read-Alouds			0															
images or realia to illustrate sounds, spelling, and dictation words														0	0	0		
images or videos of Mesopotamia and its geographic features, images of ancient Babylon				<b>√</b>														
images that absorb and reflect light						0												

Materials	Knowledge														Skills			
Materials	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
images to illustrate multiple-meaning words in the unit															0	0		
images, videos, or recordings of key words and actions for Word Work activities	0																	
images/samples of floating objects, dredging equipment, swampy land, cacao beans, beans, squash, tomatoes, and chili peppers					0													
images/samples of items that can or cannot be owned					0													
images/samples of items that may or may not be harvested					0													
index cards	<b>√</b>		<b>√</b>	<b>√</b>			<b>√</b>			<b>√</b>	<b>√</b>							
index cards – white and yellow												<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>		
instrumental recording of "Oh My Darling, Clementine"						0												
jump rope or water hose, or images of them folded up		0																
kitchen timer												<b>√</b>						
knapsack with a flying disc, flip-flops, and sunscreen																	0	
large sheet of yellow paper (bulletin board or butcher paper)						0												
large tub or sink							0											
learning clock						<b>√</b>												
☐ liquid soap							0											
long piece of blue paper								0										
loose tea, postage stamps, and rubber stamps										0								
magnetic letters or alphabet blocks													0					
magnifying glass																0		
magnifying glass and small objects													0					
materials to make simple puppets									0									
model skeleton		0																
molasses or syrup and a spoon							0											
musical recordings of Tchaikovsky's The Sleeping Beauty									0									

Materials					Kn	owlec	dge								Skills			
Materials	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
needle, thread, scissors, cloth										0								
nickels										0								
objects for balancing	<b>√</b>																	
objects in bunches	<b>√</b>																	
objects with distinct shapes to press into the clay							0											
ocean pictures								0										
one dollar coin with image of Sacagawea											0							
one each green, blue, and black marker (for teacher)								<b>√</b>										
one pink and one blue sticky note per student															<b>√</b>			
one-dollar bills and quarters										0								
paper bags	<b>√</b>																	
paper cups									0									
paper plates							0											
paper towel									0									
peach							0											
petroleum jelly, soap, water, glitter		0																
pieces of thread and/or yarn									<b>√</b>									
☐ plastic hoop						<b>√</b>												
plastic knives and paper plates									0									
potatoes					0													
puppet or stuffed animal															<b>√</b>			
puppet, stuffed animal, or small figurine												0						
quill pen and ink										0								
rendering of earth in space						0												

Materials					Kn	owled	dge								Skills	5		
Materials	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
ruler or yardstick							<b>√</b>											
ruler, rice bowl, chopsticks, sewing needle, and image of black geta shoes			0															
salt							<b>√</b>											
salt, all-purpose wheat flour, water					0													
sample images of pictures with captions										0								
samples of written instructions, recipes, booklets, appliance directions, etc.																		0
school lunch-sized milk cartons									0									
school or classroom-type musical instruments										<b>√</b>								
simple pictures of objects to draw																		<b>√</b>
small plastic bottle with a narrow neck							0											
small rocks							<b>√</b>											
soccer ball																	0	
soil									0									
star sticker, circle sticker, piece of red string or yarn to fit around globe							<b>√</b>											
star stickers						0												
state and/or country flags										0								
stickers or other common classroom items					<b>√</b>													
stuffed animal																	0	
tablecloth, large stick, and leather belt			0															
thin-tipped blue, green, and red markers for students													<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>	<b>√</b>
timer													<b>√</b>	<b>√</b>				
two clear containers with different shapes, water							<b>√</b>											
two different-colored sticky notes (for each student)																	<b>√</b>	<b>V</b>
U.S. map							<b>√</b>	<b>√</b>			<b>√</b>						0	

O = optional ✓ = needed for unit/domain

Materials					Kn	owled	lge								Skills			
Materials	1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7
unlined white index cards																	<b>√</b>	<b>√</b>
video clip showing the phases of the moon						0												
video clips of Earth's rotation						0												
video of a rocket launch, Apollo 11						0												
warm water							0											
wooden incline block or wedge								0										
world map or globe	<b>√</b>		<b>√</b>	<b>√</b>				<b>√</b>	<b>√</b>	<b>√</b>			0					
yellow, green, and brown paper for Spelling Trees																<b>√</b>	<b>√</b>	<b>√</b>
yellow, orange, red, and brown modeling dough/clay							0											

O = optional ✓ = needed for unit/domain

#### **Grade 1 Overview**

# Common Core Alignment

#### READING STANDARDS FOR LITERATURE (RL)

Key Ideas ar	nd De	etails	5									
Ask and ansv	ver q	uesti	ons a	about	key	detai	ls in a	a text	. [RL.	1.1]		
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
Retell stories lesson. [RL.1.2		uding	g key	deta	ils, aı	nd de	emon	strat	e unc	dersta	andir	ng of their central message or
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
Describe cha	racte	ers, s	etting	gs, ar	nd ma	ajor e	vents	s in a	story	y, usi	ng ke	ey details. [RL.1.3]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

rait and S	truct	ure										
Identify wor	ds and	d phr	ases	in sto	ories	or pc	ems	that	sugg	est f	eeling	gs or appeal to the senses.
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Explain maid											book	s that give information,
	a wide	reac	iirig C	naid	inge	JI LEX	птур	es. [1	(L.1.5]			
drawing on a	a wide	e reac	3	4	inge (	6	7 7	es. [r	(L.1.5)			

Identify who	is tel	ling t	he st	ory a	t vari	ous	ooint	s in a	text.	[RL.1	.6]	
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	

Integration	of Kı	nowl	edge	anc	llde	as						
Use illustrati	ons a	ınd d	etails	s in a	story	to d	escri	be its	s cha	racte	rs, se	etting, or events. [RL.1.7]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
(Not applica	ble to	liter	ature	e) [RL	.1.8]							
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Compare an	d con	trast	the a	adver	nture	s and	d exp	erien	ces o	f cha	racte	ers in stories. [RL.1.9]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Range of Re	adin	g an	d Le	vel o	f Tex	t Co	mple	exity	7			
With prompt	ing a	nd su	ıppor	t, rea	nd pro	ose a	nd po	petry	of ap	prop	riate	complexity for grade 1.
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

#### READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas a	nd De	etails	5								
Ask and ansv	wer q	uesti	ons a	about	key	detai	ls in a	a text	. [RI.1	1]	
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Describe the	conr	ectic	n be		n two	indi	vidua	ıls, ev	ents,	idea	s, or p	pieces of information in a tex
	conr	ectio	n be		n two	indi	vidua	ıls, ev	ents,	idea	s, or p	pieces of information in a tex
Describe the	conr	ection 2			n two	indiv	vidua 7	als, ev	ents,	idea	s, or p	pieces of information in a tex

Ask and ans text. [RI.1.4]	wer q	uesti	ons t	o hel	p det	ermi	ne or	· clari	ify the	e mea	aning	g of words and phrases in a
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
						_		_				nts, glossaries, electronic
						_		_				nts, glossaries, electronic
menus, icon	s) to I	ocate	e key	facts	or ir	nform	nation	_				nts, glossaries, electronic
menus, icon Skills Knowledge	s) to l	2 2 een in	e key 3 3 form	facts 4 4 ation	s or ir	form 6 6 vided	nation 7 7	n in a	text.	[RI.1	. <b>5]</b>	nts, glossaries, electronic
menus, icon Skills Knowledge Distinguish I	s) to l	2 2 een in	e key 3 3 form	facts 4 4 ation	s or ir	form 6 6 vided	nation 7 7	n in a	text.	[RI.1	. <b>5]</b>	

ntegration	of Kı	nowl	edge	and	Ide	as						
Use the illus	tratio	ns ar	nd de	tails	in a t	ext to	des	cribe	its k	ey ide	as. [RI.1.7]	
Skills	1	2	3	4	5	6	7					
		2	3			6	_		9	10	11	

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
lentify basi									า two	texts	s on the same topic (e.g., in
lentify basi									ı two	texts	s on the same topic (e.g., in
			ons, c						ı two	texts	s on the same topic (e.g., in

Range of Re	adin	g an	d Le	vel o	f Tex	t Co	mple	exity	,			
With prompt	ing a	nd su	ppor	t, rea	nd inf	orma	itiona	al tex	ts ap	propr	riatel	y complex for grade 1. [RI.1.10]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

#### READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

int Conce	pts													
emonstrat	e und	ersta	ndin	g of t	he or	ganiz	zatior	n and	basi	c fea	tures	of print. [R	.1.1]	
Skills	1	2	3	4	5	6	7							
					_					10	11			
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
		tingu										l, capitaliza	tion, er	ding
ecognize th	). [RF.:	tingu L.1a]	ishin	g fea		of a						l, capitaliza	tion, er	ding

emonstrat	e und	ersta	nding	g of s	poke	n wo	rds, s	yllab	les, a	ınd s	ound	s (phonemes). [RF	.1.2]
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
)istinguish l	ong f	rom s	short	vowe	el sou	ınds	in spo	oken	singl	e-syl	lable	words. [RF.1.2a]	
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
-	2b]												
Skills  Knowledge  solate and p	1 1 prono		3 initia	4 4 al, me	5 sdial v	6 6 vowe	7 7 I, and	8 final	9 sour	10 nds ( <sub> </sub>	11 ohon	emes) in spoken s	single-
Skills  Knowledge  solate and pyllable word	1 prono ds. [RI	2 unce <b>1.2c]</b>	3 initia	4 II, me	5 edial v	6 vowe	7 I, and					emes) in spoken s	single-
Skills  Knowledge  solate and pyllable word  Skills	1 1 prono	2 unce	3	4 II, me	5 edial v	6	7	final	sour			emes) in spoken s	single-
Skills  Knowledge  solate and pyllable word	1 prono ds. [RI	2 unce <b>1.2c]</b>	3 initia	4 II, me	5 edial v	6 vowe	7 I, and					emes) in spoken s	single-
Skills  Knowledge  solate and possible word  Skills  Knowledge	1 1 2 2 2 2 3 3 4 1 1 2 3 3 4 4 1 5 5 6 6 7 7 7 8 7 8 7 8 8 7 8 8 8 8 8 8 8 8	unce [.1.2c] 2 2 single	3 initia	4 4 4	5 edial v	6 Vowe	7 I, and 7	final	sour	10	ohon	emes) in spoken s	
Skills  Knowledge  solate and payllable word  Skills  Knowledge  Segment spi	1 1 2 2 2 2 3 3 4 1 1 2 3 3 4 4 1 5 5 6 6 7 7 7 8 7 8 7 8 8 7 8 8 8 8 8 8 8 8	unce [.1.2c] 2 2 single	3 initia	4 4 4	5 edial v	6 Vowe	7 I, and 7	final	sour	10	ohon	, ,	

nonics and	l Woı	d Re	cog	nitio	n							
now and ap	ply g	rade <sup>.</sup>	-level	phoi	nics a	and w	ord a	analy	sis sk	(ills ir	n dec	oding words. [RF.1.3]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
now the sp				_				comn	non c	conso	nant	digraphs. [RF.1.3a]
Skills	1	2	3	4	5	6	7					

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
know final –	e and	com	mon	vowe	el tea	m co	nven	tions	for r	epres	sentir	ng long vowel sounds. [RF.1.30
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
n a printed '  Skills	word. $\frac{1}{1}$	[RF.1.3	<b>3d]</b>	4	5	6	7					
n a printed	_			упаы	ie iiiu	151 116	ive a	vowe	1 SOU	na to	uete	ermine the number of syllabl
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Decode two	⊥ ·syllal	ole w	ords <sup>·</sup>	follov	ving l	pasic	patte	erns l	by br	eakir	ng the	e words into syllables. [RF.1.3e
Skills	1	2	3	4	5	6	7					
	1	2	3	4	5	6	7	8	9	10	11	
Knowledge	_						267					
		nflect	tiona	l end	ings.	[RF.1.	31]					
		nflect	tiona 3	l end	ings. <b>5</b>	[RF.1.	7					
Read words	with i							8	9	10	11	
Read words Skills Knowledge	with i	2	3	4	<b>5</b>	6	<b>7</b>					F.1.3g]
Read words Skills	with i	2	3	4	<b>5</b>	6	<b>7</b>					F.1.3g]

Fluency												
Read with su	fficie	nt ac	cura	cy an	ıd flu	ency	to su	ppor	t con	npreh	nensi	on. <b>[RF.1.4]</b>
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Read grade-l	evel t	ext v	vith p	urpo	se ar	nd un	derst	andi	ng. [R	F.1.4a	]	
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b] Skills 3 6 Knowledge Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c]

## WRITING STANDARDS (W)

3

5

Skills

Knowledge

#### **Text Types and Purposes**

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. [w.1.1]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

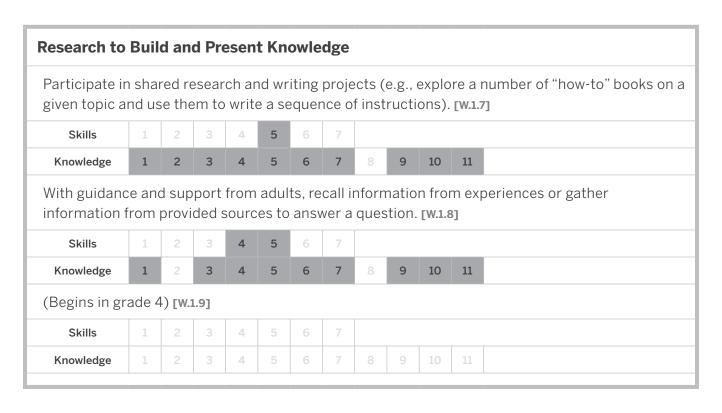
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. [W.1.2]

Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7	8	9	10	11				

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. [W.1.3]

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Begins in g	ade 3	s) [w.:	l. <b>4</b> ]											
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
Skills	and a	dd de	etails 3	to st	rengt	then 6			•				s and sug	
<u>'</u>							writir		•				5 and 5u <sub>\{</sub>	
Knowledge	1	2	3	4	5	6	writir 7	ng as	need	10	W.1.5]	•		
Skills	1 1 ce and	2 2 d sup	3 port	4 4 from	5 5 adul	6 6 ts, us	writir 7 se a v	ng as	need	10	W.1.5]	•		
Skills Knowledge Vith guidan	1 1 ce and	2 2 d sup	3 port	4 4 from	5 5 adul	6 6 ts, us	writir 7 se a v	ng as	need	10	W.1.5]	•		



Range of Wr	iting	5										
(Begins in gr	ade 3	B) [w.:	1.10]									
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

#### SPEAKING AND LISTENING STANDARDS (SL)

Participate i	n colla	abora	ative (	conve	ersat	ions	with	divers	se pa	rtner	s abo	out grade 1 topics and texts
with peers a												O I
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Follow agree						`			_		ers w	vith care, speaking one at a
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
			conv	ersat	ions	by re	spor	nding	to th	e con	nmer	nts of others through multiple
			conv	ersat 4	ions 5	by re	espor	nding	to th	e con	nmer	nts of others through multiple
exchanges. [	SL.1.1	p]	_					nding 8	to th	e con	nmer	nts of others through multiple
exchanges. [ Skills Knowledge	SL.1.1k	<b>2</b> 2	<b>3</b>	4	5	6	<b>7</b>	8	9	10	11	nts of others through multiple
exchanges. [ Skills Knowledge	SL.1.1k	<b>2</b> 2	<b>3</b>	4	5	6	<b>7</b>	8	9	10	11	
exchanges. [ Skills  Knowledge  Ask question	1 1 ns to 0	2 2 clear	3 3 up ar	<b>4</b> 4 ny co	5 5 nfusi	6 6 on ak	7 7 Dout	8	9	10	11	
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Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

#### **Presentation of Knowledge and Ideas**

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.4]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5]

Skills	1	2	3	4	5	6	7			
Knowledge	1	2	3	4	5	6	7	9	10	11

Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.) [SL.1.6]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

#### LANGUAGE STANDARDS (L)

#### **Conventions of Standard English**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.1.1]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Print all upper- and lowercase letters. [L.1.1a]

							_					
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	9	10	11		

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
	and	olura	l nou	ns wi	th m	atchi	ng ve	rbs ii	n bas	ic se	nten	ces (e.g., He hops; We hop).
[L.1.1c]												
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
Use persona everything).			ve, a	nd in	defin	ite pr	ronou	ıns (e	e.g., I	, me,	my;	they, them, their, anyone,
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
Skills	1	2	3	4	5	6	7					
Skills								8	9	10	11	
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Skills	1	2	3	4	5	6	7	8	9	10	11	
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Skills Knowledge Use frequen	tly oc	2 currii	3 ng ac	4 ljecti	5 ves. [	6 <b>L.1.1f</b> ]	7	8	9	10	11	
Skills Knowledge Use frequen Skills	tly oc	currii	ang ac	d d 4	5 ves. [	6 L.1.1f] 6	7 7 7	8	9	10	11	Se). [L.1.1g]
Skills  Knowledge  Use frequen  Skills  Knowledge	tly oc	currii	ang ac	d d 4	5 ves. [	6 L.1.1f] 6	7 7 7	8	9	10	11	Se). [L.1.1g]
Skills  Knowledge  Use frequen  Skills  Knowledge  Use frequen	tly oc	currii 2 2 currii	ang ac	d d d onjun	ves. [ 5 ction	6 <b>L.1.1f</b> ] <b>6</b> 6 s (e.§	7 7 7 3., and	8	9	10	11	5e). [L.1.1g]
Skills  Knowledge  Use frequen  Skills  Knowledge  Use frequen  Skills  Knowledge	tly oc	currii 2 currii 2 currii 2	ang accompany	4 4 4 pnjun 4	5 ves. [ 5 5 ction 5 5	6 L.1.1f] 6 6 s (e.g	7 7 7 g., and 7	8 d, but	9 t, or, s	10 so, be	11 ecaus	se). [L.1.1g]
Skills  Knowledge  Use frequen  Skills  Knowledge  Use frequen  Skills  Knowledge	tly oc	currii 2 currii 2 currii 2	ang accompany	4 4 4 pnjun 4	5 ves. [ 5 5 ction 5 5	6 L.1.1f] 6 6 s (e.g	7 7 7 g., and 7	8 d, but	9 t, or, s	10 so, be	11 ecaus	se). [L.1.1g]
Skills  Knowledge  Use frequen  Skills  Knowledge  Use frequen  Skills  Knowledge  Use determi	tly oc  ttly oc  ttly oc  ners (	curril  curril  curril  curril  curril	artic	des, des	ves. [  5  ction  5  emol	6 L.1.1f] 6 6 s (e.g	7 7 7 7 7 tives	8 d, but	9 t, or, s	10 so, be	11 ecaus	Se). [L.1.1g]
Skills  Knowledge  Use frequen  Skills  Knowledge  Use frequen  Skills  Knowledge  Use determi  Skills  Knowledge	tly oc  ttly oc  ttly oc  ners (	curril  curril  curril  curril  curril  2  2  2  2  2  2	artic	des, des	ves. [ 5 ction 5 emol	6 L.1.1f] 6 6 S (e.g) 6 nstra 6	7 7 7 7 7 tives 7	8 <b>8</b> ). [L.1.	9 5, or, s 9 1h]	10 so, be	11 11 11	
Skills  Knowledge  Use frequen  Skills  Knowledge  Use frequen  Skills  Knowledge  Use determi	tly oc  ttly oc  ttly oc  ners (	curril  curril  curril  curril  curril  2  2  2  2  2  2	artic	des, des	ves. [ 5 ction 5 emol	6 L.1.1f] 6 6 S (e.g) 6 nstra 6	7 7 7 7 7 tives 7	8 <b>8</b> ). [L.1.	9 5, or, s 9 1h]	10 so, be	11 11 11	

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. [L.1.1j] Skills 3 Knowledge 11 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.1.2] Skills 1 2 3 6 Knowledge Capitalize dates and names of people. [L.1.2a] Skills 2 3 Knowledge Use end punctuation for sentences. [L.1.2b] Skills 3 5 6 Knowledge Use commas in dates and to separate single words in a series. [L.1.2c] 3 Skills 2 5 6 Knowledge Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. [L.1.2d] 2 Skills 3 5 Knowledge Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. [L.1.2e] Skills 2 3 5 6 Knowledge

Knowledge	of La	ngua	age								
(Begins in gr	ade 2	2) [L.1	.3]								
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

		_		`								g words and phrases based of tegies. [L.1.4]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Jse sentend	e-leve	el cor	itext	as a (	clue t	to the	e mea	aning	of a	word	or pl	nrase. [L.1.4a]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Jse frequen								e mea	aning	of a	word	. [L.1.4b]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
looked, looki	ing). [	L.1.4c]	l		_		_	ook) a	and t	heir i	nflec	tional forms (e.g., looks,
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
With guidan nuances in v						ts, de	emon	strat	e und	dersta	andir	ng of word relationships and
Skills	1	2	3	4	5	6	7					
OKIIIS								8	9	10	11	

Skills

Knowledge

9 10

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). [L.1.5b] Skills Knowledge 4 5 6 Identify real-life connections between words and their use (e.g., note places at home that are COZY). [L.1.5c] Skills Knowledge 5 6 Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. [L.1.5d] Skills Knowledge 5 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). [L.1.6] Skills 2 10 11 Knowledge 5 6

## Common Core State Standards

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
	Reading Standards	for Literatur	e		
Key Ide	as and Details				
RL.1.1	Ask and answer questions about key details in a text.				
RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.				
RL.1.3	Describe characters, settings, and major events in a story, using key details.				
Craft a	nd Structure				
RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.				
RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.				
RL.1.6	Identify who is telling the story at various points in a text.				
Integra	tion of Knowledge and Ideas				
RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.				
RL.1.8	(Not applicable to literature)				
RL.1.9	Compare and contrast the adventures and experiences of characters in stories.				
Range o	of Reading and Level of Text Complexity				
RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.				
	Reading Standards for I	nformationa	I Text		
Key Ide	as and Details				
RI.1.1	Ask and answer questions about key details in a text.				
RI.1.2	Identify the main topic and retell key details of a text.				
RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.				
Craft a	nd Structure				
RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.				
RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.				
RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.				
Integra	tion of Knowledge and Ideas				
RI.1.7	Use the illustrations and details in a text to describe its key ideas				

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
RI.1.8	Identify the reasons an author gives to support points in a text.				
RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).				
Range o	f Reading and Level of Text Complexity				
RI.1.10	With prompting and support, read informational texts appropriately complex for grade $1. $				
	Reading Standards for Fo	oundational	Skills		
Print Co	ncepts				
RF.1.1	Demonstrate understanding of the organization and basic features of print.				
RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).				
Phonolo	gical Awareness				
RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.				
RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.				
RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.				
RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).				
Phonics	and Word Recognition				
RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.				
RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs.				
RF.1.3b	Decode regularly spelled one-syllable words.				
RF.1.3c	Know final –e and common vowel team conventions for representing long vowel sounds.				
RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.				
RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.				
RF.1.3f	Read words with inflectional endings.				
RF.1.3g	Recognize and read grade-appropriate irregularly spelled words				
Fluency					
RF.1.4	Read with sufficient accuracy and fluency to support comprehension.				
RF.1.4a	Read grade-level text with purpose and understanding.				
RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.				

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
	Writing Stan	dards			
Text Typ	es and Purposes				
W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.				
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.				
W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				
Product	ion and Distribution of Writing				
W.1.4	(Begins in grade 3)				
W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.				
W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.				
Researc	h to Build and Present Knowledge				
W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).				
W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
W.1.9	(Begins in grade 4)				
Range o	f Writing				
W.1.10	(Begins in grade 3)				
	Speaking and Listen	ing Standard	ds		
Compre	hension and Collaboration				
SL.1.1	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.				
SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).				
SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.				
SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.				
SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.				
SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.				

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
Present	ation of Knowledge and Ideas				
SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.				
SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.				
SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)				
	Language Sta	ndards			
Conven	tions of Standard English				
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.1.1a	Print all upper- and lowercase letters.				
L.1.1b	Use common, proper, and possessive nouns.				
L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).				
L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i> ).				
L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday   walked home; Today   walk home; Tomorrow   will walk home).				
L.1.1f	Use frequently occurring adjectives.				
L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).				
L.1.1h	Use determiners (e.g., articles, demonstratives).				
L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).				
L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.				
L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.1.2a	Capitalize dates and names of people.				
L.1.2b	Use end punctuation for sentences.				
L.1.2c	Use commas in dates and to separate single words in a series.				
L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.				
L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.				
Knowle	dge of Language				
L.1.3	(Begins in grade 2)				
Vocabu	lary Acquisition and Use				
L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.				

	Standard	Date Taught	Date Reviewed	Date Assessed	Date Re-Assessed
L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.				
L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.				
L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).				
L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.				
L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.				
L.1.5b	Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).				
L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i> ).				
L.1.5d	Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.				
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).				

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# Core Knowledge Language Arts Amplify.

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