

*The Knowledge strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills.*

*Each Teacher Guide is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.*

- **Pausing Points:** opportunities to review, reinforce, or extend the content taught thus far.
- **Domain Review:** an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.
- **Domain Assessment:** evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day(s).
- **Culminating Activities:** provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment.

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**Fables and Stories**

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

*This domain will introduce students to fables and stories that have delighted generations of people. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Ask and answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud</i></p> <p><i>Describe characters, settings, and events in a story using illustrations and key details</i></p> <p><i>Demonstrate understanding of literary read-alouds of appropriate complexity for Grade 1</i></p> <p><i>Activate prior knowledge related to a text</i></p>	<p><i>Carry on and participate in a conversation in small and large groups through multiple exchanges</i></p> <p><i>Use agreed-upon rules for group discussion</i></p> <p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Clearly describe people, places, and things with key details</i></p> <p><i>Produce complete sentences when appropriate</i></p>	<p><i>Use correct grammar and word choice while speaking or writing</i></p> <p><i>Determine the meaning of unknown and multiple-meaning words using an array of strategies including sentence-level context and support from adults</i></p> <p><i>Demonstrate understanding of word meanings by sorting into categories and identifying real-life connections between words and their use</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></p>	<i>Participate in group writing projects to answer questions and further explore read-aloud topics</i>
<b>Lesson 1:</b> The Boy Who Cried Wolf	<p>Identify characters, setting, plot, and moral and explain those terms as they apply to “The Boy Who Cried Wolf”</p> <p>Describe how the shepherd boy in “The Boy Who Cried Wolf” is lonely at the beginning of the fable</p> <p>Explain that “The Boy Who Cried Wolf” is fiction and why</p> <p>Retell the fable “The Boy Who Cried Wolf” including key details</p>	<p>Perform the story “The Boy Who Cried Wolf” for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Word Work: <i>Startled</i></p>	<p>As a class, record important information from “The Boy Who Cried Wolf” on a Story Map</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> The Maid and the Milk Pail	<p>Identify characters, setting, plot, and moral and explain those terms as they apply to “The Maid and the Milk Pail”</p> <p>Explain how the milkmaid’s feelings changed from the beginning to the end of “The Maid and the Milk Pail”</p> <p>Retell the fable “The Boy Who Cried Wolf” including key details</p>	Prior to listening to “The Maid and the Milk Pail,” identify orally what they know and have learned about fables	Word Work: <i>Balanced</i>	<p>As a class, record important information from “The Maid and the Milk Pail” on a Story Map</p> <p>As a class, create a Somebody Wanted But So Then chart to summarize the events of “The Maid and the Milk Pail”</p>
<b>Lesson 3:</b> The Goose and the Golden Eggs	<p>Identify characters, setting, plot, and moral and explain those terms as they apply to “The Goose and the Golden Eggs”</p> <p>Identify that the farmer in the fable “The Goose and the Golden Eggs” is greedy</p> <p>Orally compare and contrast the milkmaid in “The Maid and the Milk Pail” with the farmer in “The Goose and the Golden Eggs”</p> <p>Identify the beginning, middle, and end of “The Goose and the Golden Eggs” orally by discussing with a peer</p>	Prior to listening to “The Goose and the Golden Eggs,” identify orally what they know and have learned about fables and geese	Word Work: <i>Greedy</i>	<p>As a class, record important information from “The Goose and the Golden Eggs” on a Story Map</p> <p>Independently (with oral support from a partner), identify the beginning, middle, and end of “The Goose and the Golden Eggs” in writing by illustrating the events</p>
<b>Lesson 4:</b> The Dog in the Manger	<p>Describe the plausible and made-up actions of the animals in “The Dog in the Manger”</p> <p>Identify characters, setting, plot, and moral and explain those terms as they apply to “The Dog in the Manger”</p> <p>Describe the feelings of the oxen in the fable “The Dog in the Manger”</p>	<p>Clarify information about “The Dog in the Manger” by asking questions that begin with <i>why</i></p> <p>Prior to listening to “The Dog in the Manger,” identify orally what they know and have learned about fables</p>	Word Work: <i>Budge</i>	<p>As a class, record important information from “The Dog in the Manger” on a Story Map</p> <p>As a class, create a Personification Chart to categorize things that animals can and cannot do and understand personification</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 5:</b> The Wolf in Sheep's Clothing	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Wolf in Sheep's Clothing"  Explain that "The Wolf in Sheep's Clothing" is personified and how	Prior to listening to "The Wolf in Sheep's Clothing," identify orally what they know and have learned about fables	Word Work: <i>Disguise</i>  Explain the meaning of "a wolf in sheep's clothing" and use in appropriate contexts  Orally use determiners, such as <i>a</i> and <i>the</i> , and apply them accurately	As a class, record important information from "The Wolf in Sheep's Clothing" on a Story Map
<b>Lesson 6:</b> The Fox and the Grapes	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Fox and the Grape"  Retell "The Fox and the Grapes" by sequencing pictures illustrating key events	Prior to listening to "The Fox and the Grapes," identify orally what they know and have learned about fables  Clarify information about "The Fox and the Grapes" by asking questions that begin with <i>what</i>  Add a drawing to clarify a description of a favorite fable	Word Work: <i>Bunch</i>  Explain the meaning of the common phrase "sour grapes" and use in appropriate contexts	As a class, record important information from "The Fox and the Grapes" on a Story Map  Draw a picture to represent a scene from a favorite fable, and write or dictate the moral in their own words
<i>Pausing Point (2 Days)</i>				
<b>Lesson 7:</b> The Little Half- Chick (Medio Pollito)	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Little Half-Chick"  Explain why other characters refused to help Medio Pollito	Prior to listening to "The Little Half-Chick," distinguish literary from informational text  Clarify directions by asking classmates about the order in which they should perform the task of drawing the beginning, middle, and end of "The Little Half-Chick (Medio Pollito)"	Word Work: <i>Waste</i>  Explain the meaning of "do unto others as you would have them do unto you" and use in appropriate contexts	Independently, record important information from "The Wolf in Sheep's Clothing" on a Story Map (optional)  Independently, arrange the beginning, middle, and end of "The Little Half-Chick (Medio Pollito)" based on multistep, oral directions  As a class, continue adding to the Personification Chart to categorize things that animals can and cannot do and understand personification
<b>Lesson 8:</b> The Crowded, Noisy House	Identify characters, setting, plot, and moral and explain those terms as they apply to "The Crowded, Noisy House"  Predict and confirm predictions of the rabbi's advice to the man  Explain the title of the story and how it relates to the moral	Prior to listening to "The Crowded, Noisy House," identify orally what they know and have learned about folktales	Word Work: <i>Advice</i>	In small groups, record important information from "The Crowded, Noisy House" on a Story Map  Independently, draw a picture showing the moral of "The Crowded, Noisy House"

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 9:</b> The Tale of Peter Rabbit	Identify characters, setting, plot, and moral and explain those terms as they apply to “The Tale of Peter Rabbit”	Prior to listening to “The Tale of Peter Rabbit,” identify orally what they know and have learned about folktales and rabbits	Word Work: <i>Mischief</i>	Independently, record important information from “The Tale of Peter Rabbit” on a Story Map (optional)  As a class, retell “The Tale of Peter Rabbit” using a Somebody Wanted But So Then chart and by crafting a paragraph  Independently, draw an illustration for the Peter Rabbit retelling (optional)
<b>Lesson 10:</b> All Stories Are Anansi’s	Identify characters, setting, plot, and moral and explain those terms as they apply to “All Stories Are Anansi’s”  Categorize things that animals can and cannot do to understand personification  Retell “All Stories Are Anansi’s” including key details and demonstrating understanding of the central message	Prior to listening to “The Tale of Peter Rabbit,” identify orally what they know and have learned about fiction stories and spiders  Clarify information about “All Stories Are Anansi’s” by asking questions that begin with <i>who</i>  Perform “All Stories Are Anansi’s” for an audience using eye contact, appropriate volume, and clear enunciation	Word Work: <i>Satisfied</i>	Independently, record important information from “All Stories Are Anansi’s” on a Story Map (optional)
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (2 Days)</i>			

## The Human Body

10 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 days)

*This domain provides students with a basic introduction to the human body. They will explore and make discoveries about their own bodies. Students will be introduced to a network of body systems, comprised of organs that, together, perform vital jobs. Students will learn about the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. This domain also focuses on care and maintenance of the human body. Students will learn how germs can cause disease, and how to help stop the spread of germs.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions requiring literal recall and understanding of an informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text</i></p> <p><i>Ask and answer questions about unknown words and phrases in read-alouds and discussions</i></p> <p><i>Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1</i></p> <p><i>Activate prior knowledge related to a text</i></p>	<p><i>Carry on and participate in a conversation in small and large groups through multiple exchanges</i></p> <p><i>Ask and answer questions to clear up any confusion about the texts</i></p> <p><i>Use agreed-upon rules for group discussion</i></p> <p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Clearly describe people, places, and things with key details</i></p> <p><i>Produce complete sentences when appropriate</i></p>	<p><i>Use correct grammar and word choice while speaking or writing</i></p> <p><i>Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults</i></p> <p><i>Demonstrate understanding of word meanings by identifying real-life connections between words and their use</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></p>	<p><i>Write informational texts individually and as a class, relying on information learned during read-alouds and using drawings to clarify ideas when appropriate</i></p>
<b>Lesson 1:</b> Everybody Has a Body	Identify and explain key details from “Everybody Has a Body,” including that the human body is a network of systems	Prior to listening to “Everybody Has a Body,” identify orally what they know and have learned about how their bodies work	Word Work: <i>Systems</i> Multiple Meaning Word Activity: <i>Organs</i>	As a class, generate questions and gather information to add to a KWL Chart  As a class, explore informational paragraphs and craft an introductory sentence for one

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 2:</b> The Body's Framework	Identify and explain key details from "The Body's Framework," including the skeletal system	Prior to listening to "The Body's Framework," identify orally what they know and have learned about the human body as a network of systems	Word Work: <i>Support</i>	As a class, generate questions and gather information to add to a KWL Chart  Individually, draw and write about the skeletal system  As a class, craft a body sentence about the skeletal system for an informational paragraph
<b>Lesson 3:</b> Marvelous Moving Muscles	Identify and explain key details from "Marvelous Moving Muscles," including the muscular and skeletal systems	Prior to listening to "Marvelous Moving Muscles," identify orally what they know and have learned about the human body as a network of systems and the skeletal system specifically	Word Work: <i>Voluntary</i>	As a class, generate questions and gather information to add to a KWL Chart  Individually, draw and write about the muscular system  As a class, craft a body sentence about the muscular system for an informational paragraph
<b>Lesson 4:</b> Chew, Swallow, Squeeze, and Churn	Identify and explain key details from "Chew, Swallow, Squeeze, and Churn," including the digestive system	Prior to listening to "Chew, Swallow, Squeeze, and Churn," identify orally what they know and have learned about the skeletal and muscular systems	Word Work: <i>Digestion</i>	As a class, generate questions and gather information to add to a KWL Chart  Individually, draw and write about the digestive system  As a class, craft a body sentence about the digestive system for an informational paragraph
<b>Lesson 5:</b> The Body's Superhighway	Identify and share facts from a poem about the body systems  Identify and explain key details from "The Body's Superhighway," including the circulatory system	Prior to listening to "The Body's Superhighway," identify orally what they know and have learned about the skeletal, muscular, and digestive systems	Word Work: <i>Heart</i>	As a class, generate questions and gather information to add to a KWL Chart  Individually, draw and write about the circulatory system  As a class, craft a body sentence about the circulatory system for an informational paragraph

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> Control Center: The Brain	Identify and share facts from a poem about the body systems Identify and explain key details from “Control Center: The Brain,” including the nervous system	Prior to listening to “Control Center: The Brain,” identify orally what they know and have learned about the skeletal, muscular, digestive, and circulatory systems as well as the five senses	Word Work: <i>Nerves</i>	As a class, generate questions and gather information to add to a KWL Chart  Individually, draw and write about the nervous system  As a class, craft a body sentence about the nervous system and a concluding sentence for an informational paragraph
<i>Pausing Point (2 Days)</i>				
<b>Lesson 7:</b> Dr. Welbody’s Heroes	Identify and explain key details from “Dr. Welbody’s Heroes,” including that germs can cause disease and the importance of vaccination in preventing disease  Compare the discoveries of Edward Jenner and Louis Pasteur	Prior to listening to “Dr. Welbody’s Heroes,” identify orally what they know and have learned about germs	Explain the meaning of <i>germs</i> and <i>vaccines</i> and use in appropriate contexts  Word Work: <i>Diseases</i>	As a class, create a Somebody Wanted But So Then chart to retell the story of Louis Pasteur and the rabies vaccine
<b>Lesson 8:</b> Five Keys to Health	Identify and explain key details from “Five Keys to Health,” including the importance of exercise, cleanliness, a balanced diet, rest, and regular checkups	Prior to listening to “Five Keys to Health,” brainstorm ways to stay healthy	Word Work: <i>Healthy</i>  Multiple Meaning Word Activity: <i>Brush</i>  Explain the meaning of <i>nutritious</i> and use in appropriate contexts	As a class, record a brainstorm list of ways to stay healthy  Individually, draw a picture and write a sentence about one of the five keys to health  Share drawings and sentences with a partner
<b>Lesson 9:</b> The Pyramid Pantry	Identify and explain key details from “The Pyramid Pantry,” including the food groups and the importance of a balanced diet	Prior to listening to “The Pyramid Pantry,” identify orally what they know and have learned about five keys to good health	Word Work: <i>Nutrients</i>  Explain the meaning of “an apple a day keeps the doctor away” and use in appropriate contexts	Individually, categorize and organize facts, information, and images of a balanced diet in a graphic organizer
<b>Lesson 10:</b> What a Complicated Network!	Identify and explain key details from “What a Complicated Network!,” including the body systems and five keys to health	Prior to listening to “What a Complicated Network!” identify orally what they know and have learned about the body’s five systems  Perform a poem with movements about the interconnectedness of body systems for an audience, using eye contact, appropriate volume, and clear enunciation	Word Work: <i>Complicated</i>	Individually, write about why it is important to understand their complicated bodies

**Text Analysis for  
Close Reading /  
Comprehension**

**Speaking & Listening**

**Language & Vocabulary**

**Writing**

*Domain Review (1 Day)*

*Domain Assessment (1 Day)*

*Culminating Activities (2 Days)*

**Different Lands, Similar Stories**

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*This domain will introduce students to themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a literary read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a literary read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a literary read-aloud</i></p> <p><i>Demonstrate understanding of the central message or lesson in folktales</i></p> <p><i>Compare and contrast similar stories from different cultures to identify similarities and differences</i></p> <p><i>Demonstrate understanding of literary read-alouds of appropriate complexity for Grade 1</i></p> <p><i>Activate prior knowledge related to a text</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Produce complete sentences when appropriate to task and situation</i></p> <p><i>Ask questions to clarify information about the topic in a literary or informational read-aloud</i></p>	<p><i>Use correct grammar and word choice while speaking or writing</i></p> <p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies</i></p> <p><i>Demonstrate understanding of word relationships and nuances in word meanings</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p> <p><i>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)</i></p>	<p><i>Retell stories, identifying characters, setting, plot, and conflict</i></p> <p><i>Sequence events in stories</i></p> <p><i>Compare and contrast fairy tales and folktales to identify similarities and differences in stories</i></p> <p><i>Participate in group and independent writing projects to answer questions and further explore read-aloud topics</i></p>

<p><b>Lesson 1:</b> Cinderella</p>	<p>Identify characters, setting, and events in “Cinderella” Explain how the story might have been different if Cinderella’s stepmother was nice to her</p>	<p>Prior to listening to “Cinderella,” identify story elements, including characters, setting, plot, and conflict</p>	<p>Word Work: <i>Worthy</i> Identify the meaning of <i>instructions</i> and use it in appropriate contexts</p>	<p>Retell “Cinderella,” identifying characters, setting, plot, and conflict</p>
<p><b>Lesson 2:</b> The Girl with the Red Slippers</p>	<p>Compare and contrast similar stories from different cultures, “Cinderella” and “The Girl with the Red Slippers” Retell “The Girl with the Red Slippers” using sequenced pictures illustrating events in the story</p>	<p>Prior to listening to “The Girl with the Red Slippers,” identify details about “Cinderella” Discuss personal responses to choosing a favorite fairy tale Describe characters, settings, an/or events as depicted in drawings of “The Girl with the Red Slippers”</p>	<p>Word Work: <i>Cautiously</i></p>	<p>Draw and describe an event from the beginning, middle, or end of “The Girl with the Red Slippers”</p>
<p><b>Lesson 3:</b> Billy Beg</p>	<p>Compare and contrast similar stories from different cultures, “Cinderella,” “The Girl with the Red Slippers,” and “Billy Beg”</p>	<p>Prior to listening to “Billy Beg,” identify details about story elements in “Cinderella” and “The Girl with the Red Slippers”</p>	<p>Word Work: <i>Monstrous</i></p>	<p>Compare and contrast similar stories from different cultures using a Venn diagram</p>
<p><b>Lesson 4:</b> Tom Thumb</p>	<p>Describe the unique experiences of the main character in “Tom Thumb” Demonstrate understanding of the central message or lesson in “Tom Thumb”</p>	<p>Perform “Tom Thumb” for an audience using eye contact, appropriate volume, clear enunciation</p>	<p>Demonstrate understanding of the meaning of “apple of my eye” Word Work: <i>Commotion</i> Explain the meaning of “there’s no place like home” and use in appropriate contexts</p>	
<p><b>Lesson 5:</b> Thumbelina</p>	<p>Identify how the mole’s treatment of Thumbelina might make her feel Compare and contrast similar stories from different cultures, “Tom Thumb” and “Thumbelina” Demonstrate understanding of the central message or lesson in “Thumbelina”</p>	<p>Prior to listening to “Thumbelina,” identify details about “Tom Thumb” Discuss personal responses to choosing a favorite folktale</p>	<p>Word Work: <i>Scarcely</i></p>	<p>Compare and contrast similar stories from different cultures using a Venn diagram</p>

<b>Lesson 6:</b> Issun Boshi: One-Inch Boy	Compare and contrast similar stories from different cultures, “Tom Thumb,” “Thumbelina,” and “Issun Boshi: One-Inch Boy” Demonstrate understanding of the central message or lesson in “Issun Boshi: One-Inch Boy”	Prior to listening to “Issun Boshi: One-Inch Boy,” identify details about “Tom Thumb” and “Thumbelina” Describe characters, settings, and events as depicted in drawings of the middle of different folktales, “Tom Thumb,” “Thumbelina,” and “Issun Boshi: One-Inch Boy”	Word Work: <i>Deeds</i>	Draw and describe details from the middle of a folktale, “Tom Thumb,” “Thumbelina,” or “Issun Boshi: One-Inch Boy”
<i>Pausing Point (2 Days)</i>				
<b>Lesson 7:</b> Little Red Riding Hood	Identify the consequences of the main character’s actions in “Little Red Riding Hood” Demonstrate understanding of the central message or lesson in “Little Red Riding Hood” Retell “Little Red Riding Hood” using sequenced pictures illustrating events in the story	Describe characters, settings, and events as depicted in drawings of one of the scenes from “Little Red Riding Hood”	Word Work: <i>Cherished</i>	Draw and describe an event from the beginning, middle, or end of “Little Red Riding Hood”
<b>Lesson 8:</b> Hu Gu Po	Compare and contrast similar stories from different cultures, “Little Red Riding Hood” and “Hu Gu Po” Demonstrate understanding of the central message or lesson in “Hu Gu Po”	Prior to listening to “Hu Gu Po,” identify details about folktales and “Little Red Riding Hood”	Word Work: <i>Cunning</i>	Compare and contrast similar stories from different cultures using a Venn diagram
<b>Lesson 9:</b> Tselane	Compare and contrast similar stories from different cultures, “Little Red Riding Hood,” “Hu Gu Po,” and “Tselane” Demonstrate understanding of the central message or lesson in “Tselane”	Prior to listening to “Tselane,” identify details about “Little Red Riding Hood” and “Hu Gu Po”	Word Work: <i>Fright</i> Syntactic Awareness Activity: Demonstratives <i>this, that, these, and those</i>	Compare and contrast similar stories from different cultures using a Venn diagram
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				

**Early World Civilizations**

16 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (23 Days)

*This domain will introduce students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. It should be noted that the word civilization, as used in this domain, is not meant to convey a value judgment but to indicate that a group of people collectively established and shared these practices. Starting in the ancient Middle East, students will study Mesopotamia. They will learn about the importance of the Tigris and Euphrates Rivers, the development of cuneiform as the earliest-known form of writing, the first codification of laws known as the Code of Hammurabi, and the significance of gods and goddesses in the “cradle of civilization.” Students will then explore ancient Egypt and be able to compare and contrast Mesopotamia and Egypt. They will learn about the importance of the Nile River; the use of hieroglyphs; the rise of pharaohs, including Tutankhamun and Hatshepsut; the building of the Sphinx and pyramids; and the significance of mummification and the afterlife for ancient Egyptians. Students will also be introduced to three world religions, Judaism, Christianity, and Islam.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Ask and answer questions about unknown words and phrases in informational read-alouds and discussions</i></p> <p><i>Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1</i></p> <p><i>Activate prior knowledge related to a text</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Produce complete sentences when appropriate to task and situation</i></p> <p><i>Ask questions to clarify information about the topic in a literary or informational read-aloud</i></p>	<p><i>Use correct grammar and word choice while speaking or writing</i></p> <p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies</i></p> <p><i>Demonstrate understanding of word relationships and nuances in word meanings</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p> <p><i>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)</i></p>	<p><i>Use graphic organizers to record and organize information from read-alouds and to compare and contrast information</i></p> <p><i>Participate in group and independent writing projects to answer questions and further explore read-aloud topics</i></p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> A Father and His Son in Mesopotamia	Explain the importance of the Euphrates and Tigris Rivers to Mesopotamia	Describe an illustration of a desert and the land in Mesopotamia	Demonstrate understanding of the meaning of <i>ancient</i> Word Work: <i>Trade</i> Multiple Meaning Word Activity: <i>Banks</i>	Record information about key components of the Mesopotamian civilization (farming, cities) in a chart using images and details from the read-aloud
<b>Lesson 2:</b> Writing in Mesopotamia	Describe the importance of writing in Mesopotamia Compare and contrast Mesopotamian writing with writing today	Prior to listening to “Writing in Mesopotamia,” identify the importance of canals in Mesopotamia and describe how people use writing	Word Work: <i>Symbols</i> Explain the meaning of “the golden rule” and use in appropriate contexts	Record information about key components of the Mesopotamian civilization (writing, leaders) in a chart using images and details from the read-aloud
<b>Lesson 3:</b> The Religion of Babylon	Explain the religious beliefs and practices of people in Mesopotamia Describe an illustration of a ziggurat and use images and details in “The Religion of Babylon,” to check and support comprehension of the read-aloud	Prior to listening to “The Religion in Babylon,” use images to identify key components of the civilization of Mesopotamia and listen to an introduction to religion in Mesopotamia	Word Work: <i>Religion</i>	Record information about key components of the Mesopotamian civilization (religion) in a chart using images and details from the read-aloud Write a sentence about a detail from “The Religion of Babylon” and add a drawing to support the sentence
<b>Lesson 4:</b> The Hanging Gardens of Babylon	Identify changes in the city of Babylon over time Describe illustrations of a caravan of travelers and the Hanging Gardens of Babylon and use images and details in “The Hanging Gardens of Babylon” to check and support comprehension of the read-aloud Identify who is narrating “The Hanging Gardens of Babylon” at various points in the read-aloud Explain why Mesopotamia is called the “cradle of civilization” Create a class timeline to depict changes in Babylon over time	Prior to listening to “The Hanging Gardens of Babylon,” use images to identify key components of the civilization of Mesopotamia	Demonstrate understanding of the meaning of <i>cradle</i> , <i>polytheistic</i> Word work: <i>Caravan</i>	
	<i>Pausing Point 1 (1 Day)</i>			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> People of the Nile	<p>Explain the importance of the Nile River to the Egyptians</p> <p>Explain why ancient Egypt is called “the gift of the Nile”</p> <p>Describe an illustration of crops growing along the Nile River and use images and details in “People of the Nile” to check and support comprehension of the read-aloud and confirm predictions</p> <p>Compare and contrast the importance of rivers in Mesopotamia and ancient Egypt</p>	<p>Prior to listening to “People of the Nile,” describe an illustration of a desert and make predictions about similarities and differences between the civilizations of Mesopotamia and ancient Egypt</p>	<p>Word Work: <i>Flooding</i></p>	<p>Record information about key components of the ancient Egyptian civilization (farming) in a chart using images and details from the read-aloud</p> <p>Draw and write a story that takes place along the Nile River</p>
<b>Lesson 6:</b> Writing in Ancient Egypt	<p>Describe the importance of writing in ancient Egypt</p> <p>Describe pictures of hieroglyphs</p> <p>Compare and contrast writing in Mesopotamia and writing in ancient Egypt</p> <p>Follow directions to write a word using hieroglyphics</p>	<p>Prior to listening to “Writing in Ancient Egypt,” describe an illustration from the previous read-aloud related to the Nile River</p> <p>Describe personal connections to writing</p>	<p>Word Work: <i>Accurately</i></p>	<p>Record information about key components of the ancient Egyptian civilization (writing) in a chart using images and details from the read-aloud</p>
<b>Lesson 7:</b> Amon-Ra and the Gods of Ancient Egypt	<p>Explain the religious beliefs and practices of the ancient Egyptians</p> <p>Describe pictures of Egyptian gods and use images and details in “Amon-Ra and the Gods of Ancient Egypt” to check and support comprehension of the read-aloud</p> <p>Compare and contrast gods/goddesses in ancient Egypt and Mesopotamia</p>	<p>Prior to listening to “Amon-Ra and the Gods of Ancient Egypt,” use images to describe key components of the ancient Egyptian civilization</p>	<p>Explain the meaning of <i>polytheistic</i></p> <p>Word Work: <i>Depicted</i></p> <p>Explain the meaning of <i>specific</i> and <i>completely</i> and use in appropriate contexts</p>	<p>Record information about key components of the ancient Egyptian civilization (religion) in a chart using images and details from the read-aloud</p>
<b>Lesson 8:</b> Approaching the Great Pyramid	<p>Explain the significance of pyramids</p>	<p>Prior to listening to “Approaching the Great Pyramid,” describe the religious beliefs and practices of ancient Egyptians</p>	<p>Explain the meaning of <i>polytheistic</i>, <i>pharaoh</i></p> <p>Word Work: <i>Treasure</i></p> <p>Multiple Meaning Word Activity: <i>Steps</i></p>	<p>Compare and contrast pyramids in ancient Egypt and ziggurats in Mesopotamia using a Venn diagram</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 9:</b> The Sphinx	Describe how the pyramids were built and explain the significance of the Great Sphinx Confirm predictions about “The Sphinx” Compare and contrast building something in ancient times and building something today Compare and contrast the pyramids and the Great Sphinx	Prior to listening to “The Sphinx,” use images and details from the previous read-aloud to retell the story of Djoser’s first pyramid and predict what will happen in the read-aloud	Word Work: <i>Visible</i> Syntactic Awareness Activity: Subject pronouns <i>I, you, he, she, we, they</i>	Describe how the pyramids were built and explain the significance of the Great Sphinx Confirm predictions about “The Sphinx” Compare and contrast building something in ancient times and building something today Compare and contrast the pyramids and the Great Sphinx
<b>Lesson 10:</b> The Story of Hatsheput	Make and confirm predictions about the pharaoh Hatshepsut Explain why Hatshepsut was an important pharaoh and how Hatshepsut differed from other leaders/rulers in ancient Egypt Compare and contrast leaders in ancient Egypt and leaders in Mesopotamia	Prior to listening to “The Sphinx,” use images and details from previous read-aloud to describe key components of the ancient Egyptian civilization, structures build by the ancient Egyptians, and leaders in Mesopotamia and make predictions about the why the leader in the next read-aloud was different from other leaders	Demonstrate understanding of <i>pharaoh</i> Word Work: <i>Tradition</i>	Record information about key components of the ancient Egyptian civilization (leaders) in a chart using images and details from the read-aloud Retell the story of Hatshepsut’s life and efforts to become pharaoh using a graphic organizer
<b>Lesson 11:</b> Tutankhamun, The Golden Pharaoh, Part I	Identify key details about the pharaohs of ancient Egypt Explain the importance of Howard Carter’s work as an archaeologist Use a timeline of pharaohs of ancient Egypt to identify key details about pharaohs	Prior to listening to “Tutankhamun, The Golden Pharaoh, Part I,” use images and details from the previous read-aloud to retell the story of Hatshepsut and describe the job of pharaohs	Explain the meaning of <i>treasure</i> Word Work: <i>Archaeologist</i>	

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 12:</b> Tutankhamun, The Golden Pharaoh, Part II	Identify key details about the pharaohs of ancient Egypt Confirm predictions about “Tutankhamun, The Golden Pharaoh, Part II” Explain the importance of Howard Carter’s work as an archaeologist Identify and describe key components of the civilizations of Mesopotamia and ancient Egypt	Prior to listening to “Tutankhamun, The Golden Pharaoh, Part II,” identify key details about Howard Carter’s search for King Tut’s tomb. and predict what Howard Carter found	Word Work: <i>Triumph</i>	Write an informational paragraph describing key components of civilizations
<i>Pausing Point 2 (2 Days)</i>				
<b>Lesson 13:</b> Three World Religions	Identify the names of three world religions Describe pictures of the Western Wall, the Church of the Holy Sepulchre, and the Dome of the Rock and use images and details in “Three World Religions” to check and support comprehension of the read-aloud Explain why Canaan was called “the promised land”	Prior to listening to “Three World Religions,” identify key details about the religious beliefs and practices of people in Mesopotamia and ancient Egypt and identify the names of religious groups today	Demonstrate understanding of <i>poly-</i> and <i>mono-</i> Explain the meaning of <i>monotheistic</i> , <i>polytheistic</i> Word Work: <i>Faithful</i>	Record information about three world religions in a chart using images and details from the read-aloud
<b>Lesson 14:</b> Judaism	Identify key information about Judaism Describe pictures of a sculpture of Moses, a synagogue entrance, honey and apples, and a menorah and use images and details in “Judaism” to check and support comprehension	Prior to listening to “Judaism,” identify details about the story of Abraham	Word Work: <i>Synagogue</i>	Record information about Judaism in a chart using images and details from the read-aloud
<b>Lesson 15:</b> Christianity	Identify key information about Christianity Compare and contrast information about Judaism and Christianity	Prior to listening to “Christianity,” identify key information about Judaism	Demonstrate understanding of <i>monotheistic</i> Word Work: <i>Miracle</i>	Record information about Christianity in a chart using images and details from the read-aloud

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 16:</b> Islam	Identify key information about Islam Compare and contrast information about Judaism, Christianity, and Islam Confirm predictions about “Islam”	Prior to listening to “Islam,” identify key information about Judaism and Christianity and predict whether or not Islam has a key figure	Word Work: <i>Fast</i>	Record information about Islam in a chart using images and details from the read-aloud
	<i>Domain Review (2 Days)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (1 Day)</i>			

**Early American Civilizations**

11 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

The domain includes a study of the fundamental features of the Maya, Aztec, and Inca civilizations, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements.

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions requiring literal recall and understanding of an informational read-aloud</p> <p>Identify the main topic and retell key details of a text</p> <p>Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text</p> <p>Ask and answer questions about unknown words and phrases in read-alouds and discussions</p> <p>Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1</p> <p>Activate prior knowledge related to a text</p>	<p>Carry on and participate in a conversation in small and large groups through multiple exchanges</p> <p>Use agreed-upon rules for group discussion</p> <p>Ask and answer questions requiring literal recall and understanding</p> <p>Clearly describe people, places, and things with key details</p> <p>Produce complete sentences when appropriate</p>	<p>Use correct grammar and word choice while speaking or writing</p> <p>Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults</p> <p>Demonstrate understanding of word meanings by sorting into categories and identifying real-life connections between words and their use</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	<p>Write informational texts in a group setting, relying on information learned during read-alouds</p>
<b>Lesson 1:</b> The Maya: A Harvest and a Hurricane	<p>Distinguish that read-aloud “The Maya: A Harvest and a Hurricane” describes events from long ago</p> <p>Explain the importance of farming to the ancient Maya</p> <p>As a class, create and interpret a timeline showing the peak of the Mayan civilization</p>	<p>Prior to listening to “The Maya: A Harvest and a Hurricane,” identify orally what they know and have learned about early world civilizations and the location of the Americas on a globe or world map</p>	<p>Word Work: <i>Harvest</i></p> <p>Explain the meaning of “The more the merrier” and use in appropriate contexts</p>	<p>As a class, categorize and organize information about aspects of the Maya culture into a civilization chart</p> <p>Independently, write a phrase or sentence about the Maya and farming</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 2:</b> The Maya: Journey to Baakal	Identify and explain key details from “The Maya: Journey to Baakal” pertaining to the religion of the ancient Maya	Prior to listening to “The Maya: Journey to Baakal,” identify orally what they know and have learned about farming and the ancient Maya, and where the Maya lived	Word Work: <i>Thrilled</i>	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart  Independently, write a phrase or sentence about the religion of the ancient Maya  As a class, explore the parts of an informational paragraph in preparation for writing own
<b>Lesson 3:</b> The Maya: King Pakal’s Tomb	Identify and explain key details from “The Maya: King Pakal’s Tomb” pertaining to the cities and leaders of the ancient Maya  Compare and contrast orally the leaders and pyramids from the Mayan culture with those in the Egyptian culture	Prior to listening to “The Maya: King Pakal’s Tomb,” identify orally what they know and have learned about the religion of the ancient Maya, and where the Maya lived  While listening to “The Maya: King Pakal’s Tomb,” orally predict what will happen in the next read-aloud	Word Work: <i>Constructing</i>	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart  Independently, write phrases or sentences about the cities and leaders of the ancient Maya  Illustrate important details about the culture of the ancient Maya
<b>Lesson 4:</b> The Maya: The Festival of the First Star	Identify and explain key details from “The Maya: The Festival of the First Star” pertaining to a celebration of the ancient Maya  Compare and contrast orally and in writing cultural elements of the Maya	Prior to listening to “The Maya: The Festival of the First Star,” identify orally what they know and have learned about the cities and leaders of the ancient Maya, where the Maya lived, and festivals  Compare the predictions students made in the previous lesson with the outcome in this read-aloud	Word Work: <i>Accurate</i>	As a class, categorize and organize information about aspects of the Maya culture into a civilization chart  In small groups, write informational paragraphs using information recorded on the civilization chart and in sentences during previous lessons
<i>Pausing Point 1 (1 Day)</i>				
<b>Lesson 5:</b> The Aztec: The Legend of the Eagle and the Serpent	Identify and explain key details from “The Aztec: The Legend of the Eagle and the Serpent” pertaining to the religion of the Aztec  Retell a legend by sequencing pictures illustrating it  As a class, add to and interpret a timeline showing the peak of the Aztec civilization	Prior to listening to “The Aztec: The Legend of the Eagle and the Serpent,” identify orally what they know and have learned about folktales	Word Work: <i>Awe</i>	As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart  Independently, write phrases or sentences about the religion of the Aztec

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 6:</b> The Aztec: The Floating Gardens of Xochimilco	<p>Identify and explain key details from “The Aztec: The Floating Gardens of Xochimilco” pertaining to farming and the Aztec</p> <p>Describe an illustration that depicts Aztec farming with <i>chinampas</i></p> <p>Compare and contrast the farming methods of the ancient Maya with those of the Aztec</p>	<p>Prior to listening to “The Aztec: The Floating Gardens of Xochimilco,” retell an Aztec legend and identify the location of the Aztec</p>	<p>Word Work: <i>Stationary</i></p> <p>Identify and accurately use object pronouns orally</p>	<p>As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart</p> <p>Independently, write phrases or sentences about farming and the Aztec</p>
<b>Lesson 7:</b> The Aztec: In the Palace of an Emperor	<p>Identify and explain key details from “The Aztec: In the Palace of an Emperor” pertaining to Aztec leaders</p> <p>Compare and contrast a leader of the Aztec with a leader of the ancient Maya</p>	<p>Prior to listening to “The Aztec: In the Palace of an Emperor,” identify orally what they know and have learned about the civilizations of the Maya and Aztec and their locations</p> <p>While listening to the read-aloud, orally predict what will happen in the next</p>	<p>Word Work: <i>Emperor</i></p>	<p>As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart</p> <p>Independently, write phrases or sentences about the leaders and cities of the Aztec</p> <p>Illustrate important details about the culture of the Aztec</p>
<b>Lesson 8:</b> The Aztec: Cortés’s Letter	<p>Identify and explain key details from “The Aztec: Cortés’s Letter”</p>	<p>Prior to listening to “The Aztec: Cortés’s Letter,” compare the predictions students made in the previous lesson with the outcome and identify the location of the Aztec compared to Europe</p>	<p>Identify description words in a read-aloud</p> <p>Word Work: <i>Enormous</i></p>	<p>As a class, explore and identify the parts of a letter</p> <p>As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart</p> <p>In small groups, write informational paragraphs using information recorded on the civilization chart and in sentences during previous lessons</p>
<i>Pausing Point 2 (1 Day)</i>				

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 9:</b> The Inca: Who Were the Inca?	As a class, add to and interpret a timeline showing the peak of the Inca civilization  Identify and explain key details from “The Inca: Who Were the Inca?” pertaining to Incan leaders  Identify and explain key details from “The Legend of Viracocha” pertaining to the Incan religion	Prior to listening to “The Inca: Who Were the Inca?,” identify the location of the Inca, Aztec, and Maya	Word Work: <i>Possessions</i>	As a class, categorize and organize information about aspects of the Incan culture into a civilization chart  Independently, write phrases or sentences about Incan leaders and religion
<b>Lesson 10:</b> The Inca: The Runner	Identify and explain key details from “The Inca: The Runner”  Identify and explain key details from “Survival in the Andes: The Tacla” pertaining to Incan farming	Prior to listening to “The Inca: The Runner,” make a prediction based on previous read-alouds and then compare the actual outcome to the prediction, and locate the Inca	Word Work: <i>Forbidden</i>	As a class, categorize and organize information about aspects of the Incan culture into a civilization chart  Independently, write phrases or sentences about Incan farming
<b>Lesson 11:</b> The Inca: Machu Picchu—A Lucky Discovery	Identify and explain key details from “The Inca: Machu Picchu—A Lucky Discovery”  Compare and contrast orally and in writing cultural elements of the Maya, the Aztec, and the Inca	Prior to listening to “The Inca: Machu Picchu—A Lucky Discovery,” identify orally what they know and have learned about the location of the Inca	Word Work: <i>Trek</i>	As a class, add to and interpret a timeline showing when Hiram Bingham discovered Machu Picchu  As a class, categorize and organize information about aspects of the Aztec culture into a civilization chart  As a class, write a phrase or sentence about Incan cities  In small groups, write informational paragraphs using information recorded on the civilization chart and in sentences during previous lessons
<i>Domain Review (1 day)</i>				
<i>Domain Assessment (1 day)</i>				
<i>Culminating Activities (2 days)</i>				

**Astronomy**

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*In this domain, students will be introduced to the solar system—our home in space. They will learn that Earth, the planet on which we live, is just one of many different celestial bodies within the solar system. They will learn how the sun, the stars, the moon, and other planets relate to the earth (given its position in space). In the early read-alouds, students will learn that the sun is a star and a source of light, heat, and energy for the earth. They will also learn about the earth's orbit around the sun, and how the earth's own rotation on its axis leads to the phenomenon of day and night. The second half of this domain is focused on the history of space exploration and the missions to the moon. Students will learn about NASA, the Space Race, the Apollo missions, and what it takes to be an astronaut.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions requiring literal recall and understanding of an informational read-aloud</i></p> <p><i>Identify the main topic and retell key details of a text</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text</i></p> <p><i>Ask and answer questions about unknown words and phrases in read-alouds and discussions</i></p> <p><i>Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1</i></p> <p><i>Activate prior knowledge related to a text</i></p>	<p><i>Carry on and participate in a conversation in small and large groups through multiple exchanges</i></p> <p><i>Use agreed-upon rules for group discussion</i></p> <p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Clearly describe people, places, and things with key details</i></p> <p><i>Produce complete sentences when appropriate</i></p>	<p><i>Use correct grammar and word choice while speaking or writing</i></p> <p><i>Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults</i></p> <p><i>Demonstrate understanding of word meanings by identifying real-life connections between words and their use</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></p>	<p><i>In writing, answer questions and further explore read-aloud topics</i></p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> Introduction to the Sun and Space	Identify and explain key details from “Introduction to the Sun and Space,” including distinguishing between the earth’s atmosphere and outer space  Describe the sun, relying on text and an illustration from “Introduction to the Sun and Space”	Prior to listening to “Introduction to the Sun and Space,” identify orally what they know and have learned about outer space and the location of the earth within space  Clarify information about “Introduction to the Sun and Space” by asking questions that begin with <i>what</i>	Sort words into categories to gain of sense of the concepts of atmosphere and outer space  Word Work: <i>Gas</i>	With assistance, categorize and organize information about what things are located in Earth’s atmosphere and what things are located in outer space  Independently in a journal, record observations and facts about outer space, adding drawings to clarify information
<b>Lesson 2:</b> The Earth and the Sun	Identify and explain key details from “The Earth and the Sun,” including describing what causes day and night	Prior to listening to “Introduction to the Sun and Space,” distinguish orally between earth’s atmosphere and outer space  Demonstrate what causes day and night using relevant details and expressing ideas clearly	Word Work: <i>Rotates</i>  Explain the meanings of “AM” and “PM” and use in appropriate contexts	As a class, create and add relevant information to an Idea Web describing the sun  Draw a picture and write a phrase or sentence describing what causes day and night
<b>Lesson 3:</b> Stars	Identify and explain key details from “Stars,” including describing the appearance of stars  Identify the words used to describe stars in the poems, “Star Light, Star Bright” and “The Star”  Compare and contrast informational and literary texts about stars	Prior to listening to “Stars,” identify orally what they know and have learned about Earth, planets, and stars  Recite a nursery rhyme, “Star Light, Star Bright”	Word Work: <i>Dusk and Dawn</i>	As a class, create and add relevant information to an Idea Web describing stars  Independently in a journal, record observations and facts comparing and contrasting informational and literary texts about stars, adding drawings to clarify information  With assistance, categorize and organize information about what things can be seen at dusk
<b>Lesson 4:</b> Stargazing and Constellations	Identify and explain key details from “Stargazing and Constellations,” including major constellations and important discoveries by astronomers	Prior to listening to “Stargazing and Constellations,” identify orally what they know and have learned about stars	Word Work: <i>Ancient</i>  Explain the meaning of “hit the nail on the head” and use in appropriate contexts	In small groups, create a model of a constellation  Independently in a journal, record observations and facts about stargazing and constellations

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 5:</b> The Moon	Identify and explain key details from “The Moon,” including the appearance and four phases of the moon Explain why some of the traditional stories or sayings people have about the moon are incorrect	Prior to listening to “The Moon,” identify orally what they know and have learned about constellations and major discoveries by astronomers Use a moon dial to answer literal questions about the moon	Word Work: <i>Clockwise</i> and <i>Counterclockwise</i> Identify and accurately use the conjunction <i>because</i> orally in appropriate contexts	As a class, create and add relevant information to an Idea Web describing the moon Identify the four phases of the moon
<i>Pausing Point (2 Days)</i>				
<b>Lesson 6:</b> History of Space Exploration and Astronauts	Identify and explain key details from “History of Space Exploration and Astronauts,” including the experiences of the first astronauts Describe the connection between the United States and the Soviet Union with respect to the Space Race	Prior to listening to “History of Space Exploration and Astronauts,” make oral predictions and then compare the actual outcomes to predictions	Word Work: <i>Launch</i>	As a class, explore the parts of an opinion statement in preparation for writing own Independently in a journal, record their imaginary experiences as astronauts, writing opinion statements
<b>Lesson 7:</b> Exploration of the Moon	Identify and explain key details from “Exploration of the Moon,” including describing the first moon landing Describe the connection between unmanned and manned missions to the moon	Prior to listening to “Exploration of the Moon,” identify orally what they know and have learned about space exploration and astronauts Make personal connections to the concerns the first astronauts may have felt before heading in to space, and about what they would see, do, or feel if they went to the moon as an astronaut	Word Work: <i>Determined</i> Identify and accurately use possessive pronouns orally in appropriate contexts	Independently in a journal, record their imaginary experiences as astronauts, writing opinion statements
<b>Lesson 8:</b> The Solar System, Part I	Identify and explain key details from “The Solar System, Part I,” including the inner planets of our solar system	Prior to listening to “The Solar System, Part I,” identify orally what they know and have learned about the difference between planets and stars Sing a song to help recall the planets (in order) in our solar system	Word Work: <i>Abundant</i>	As a class, categorize and organize information about Mercury, Venus, Earth, and Mars in a Planets Chart Independently in a journal, record facts about the inner planets

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 9:</b> The Solar System, Part II	Identify and explain key details from “The Solar System, Part I,” including the outer planets of our solar system	Prior to listening to “The Solar System, Part I,” identify orally what they know and have learned about the inner planets of our solar system  Sing a song to help recall the planets (in order) in our solar system	Word Work: <i>Categorize, Inner, and Outer</i>	As a class, categorize and organize information about Jupiter, Saturn, Uranus, and Neptune in a Planets Chart  Independently in a journal, record facts about the outer planets
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (2 Days)</i>			

**The History of the Earth**

8 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

*In this domain, students will learn about the geographical features of the earth's surface. They will also learn about the inside of the earth and characteristics of its various layers. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth—the crust, the mantle, and the core—and characteristics of each layer. Students will learn how occurrences such as volcanoes and geysers give information about the layers of the earth. Students will also learn about minerals, types of rock that make up the earth, fossils and dinosaurs. Students will learn that all of these aspects of the earth help scientists understand the history of the earth.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Ask and answer questions about unknown words and phrases in informational read-alouds and discussions</p> <p>Use illustrations and details in an informational read-aloud to describe its key ideas</p> <p>Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1</p> <p>Activate prior knowledge related to a text</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a literary or informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation</p>	<p>Use correct grammar and word choice while speaking or writing</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies</p> <p>Demonstrate understanding of word relationships and nuances in word meanings</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>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)</p>	<p>Write informative/explanatory texts, naming the topic and supplying some facts about</p> <p>Participate in group and independent writing projects to answer questions and further explore read-aloud topics</p>
<b>Lesson 1:</b> Our Home, Earth	Identify features of the earth	Prior to listening to “Our Home, Earth,” explain where they live as it relates to planet Earth using a chart for support	Word Work: <i>Surface</i> Multiple Meaning Word Activity: <i>Stick</i>	Draw and write about features of the earth

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> The Earth Inside-Out, Part I	Identify the layers of the earth and describe the crust	Prior to listening to “The Earth, Inside-Out, Part I,” describe the layers of the earth	Demonstrate understanding of the prepositions <i>in</i> , <i>on</i> , <i>above</i>  Word Work: <i>Layer</i>  Explain the meaning of <i>varies</i> and use in appropriate contexts	With assistance, write a letter about the earth’s crust
<b>Lesson 3:</b> The Earth Inside-Out, Part II	Describe the mantle and the core of the earth  Describe a picture of a volcano and use images and details in “The Earth Inside-Out, Part II” to check and support comprehension of the read-aloud  Identify and differentiate between the layers of the earth	Prior to listening to “The Earth, Inside-Out, Part II,” identify the layers of the earth and identify the difference between things that are solid, liquid, and gas	Word Work: <i>Solid</i>  Syntactic Awareness Activity: Conjunction <i>and</i>	
<b>Lesson 4:</b> The Earth Inside-Out, Part III	Describe volcanoes and geysers  With assistance, identify similarities and differences between volcanoes and geysers	Prior to listening to “The Earth, Inside-Out, Part III,” use an image to describe a volcano and distinguish between magma and lava	Demonstrate understanding of the meaning of <i>hot spot</i> , <i>lava</i> , <i>geyser</i> , <i>faithful</i>  Word Work: <i>Destructive</i>	
<i>Pausing Point (2 Days)</i>				
<b>Lesson 5:</b> Minerals	Describe the minerals in the earth  Describe a picture of rocks and use images and details in “Minerals” to check and support comprehension of the read-aloud	Prior to listening to “Minerals,” explain the importance of rocks in geology	Word Work: <i>Characteristics</i>	Create an idea web to record and organize information about minerals
<b>Lesson 6:</b> The Three Types of Rocks	Identify three types of rocks  With assistance, use a graphic organizer to describe the three types of rocks	Prior to listening to “The Three Types of Rocks,” explain how heat, pressure, and time affect the earth	Word Work: <i>Sediments</i>	

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 7:</b> Fossils	Explain how fossils provide information about the history of the earth  Compare and contrast the work of paleontologists and geologists	Prior to listening to “Fossils,” describe characteristics of some features of the earth	Word Work: <i>Preserved</i> Syntactic Awareness Activity: <i>Conjunction or</i>	With assistance, write a letter about fossils
<b>Lesson 8:</b> Dinosaurs	Explain how people know about dinosaurs  Describe and compare and contrast images of dinosaurs and use images and details in “Dinosaurs” to check and support comprehension	Prior to listening to “Dinosaurs,” describe how paleontologists and fossils are related and use images to describe fossils	Word Work: <i>Extinct</i> Multiple Meaning Word Activity: <i>Plate</i>	With assistance, write a letter about dinosaurs
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				

## Animals and Habitats

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*This domain will introduce students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. Students will learn what a habitat is and will also learn to identify specific types of habitats and their related characteristics. They will learn to recognize different plants and animals as being indigenous to specific habitats and will begin to develop an understanding of several fundamental principles of nature. They will learn, for example, that animals and plants typically live in those habitats to which they are best suited, often developing unique characteristics or features that enable them to specifically adapt to the climate and conditions of a given environment. They will also be introduced to simple classifications of animals according to the types of food they eat and will begin to understand the notion of a food chain. Students will also learn about habitat destruction caused by nature and humans, as well as endangered and extinct species.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
These objectives are consistently addressed throughout the domain	<p>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in an informational read-aloud</p> <p>Ask and answer questions about unknown words and phrases in informational read-alouds and discussions</p> <p>Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1</p> <p>Activate prior knowledge related to a text</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a literary or informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation</p>	<p>Use correct grammar and word choice while speaking or writing</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies</p> <p>Demonstrate understanding of word relationships and nuances in word meanings</p> <p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>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)</p>	<p>Write informative/explanatory texts, naming the topic and supplying facts about the topic</p> <p>Participate in group and independent writing projects to answer questions and further explore read-aloud topics</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 1:</b> What Is a Habitat?	Explain what a habitat is Describe pictures of different habitats and use images and details in “What Is a Habitat?” to check and support comprehension of the read-aloud	Prior to listening to “What Is a Habitat?,” distinguish between living and nonliving things using images Identify characteristics of a particular habitat	Explain the meaning of <i>living</i> and <i>nonliving</i> and use in appropriate contexts Explain the meaning of <i>habitat</i> and use in appropriate contexts Word Work: <i>Shelter</i>	
<b>Lesson 2:</b> Animals of the Arctic Habitat	Identify characteristics of Arctic habitats Describe a picture of the Arctic tundra habitat and a picture of an Arctic fox and use images and details in “Animals of the Arctic Habitat” to check and support comprehension of the read-aloud	Prior to listening to “Animals of the Arctic Habitat,” explain what a habitat is and describe various habitats	Explain the meaning of <i>exposed</i> Word Work: <i>Adapted</i>	Write about and draw characteristics of Arctic habitats in a Habitat Journal
<b>Lesson 3:</b> Animals of the Sonoran Desert Habitat	Identify characteristics of the desert habitat Describe a picture of a saguaro cactus and use images and details in “Animals of the Sonoran Desert Habitat” to check and support comprehension of the read-aloud Confirm predictions about “Animals of the Sonoran Desert Habitat” Compare and contrast the Arctic and the Sonoran Desert habitats Categorize animals as herbivores, carnivores, or omnivores	Prior to listening to “Animals of the Sonoran Desert Habitat,” identify characteristics of Arctic habitats, describe a picture of a desert, and predict how animals in the Arctic and animals in the desert might be similar and different	Demonstrate understanding of the meaning of <i>adapted</i> Word Work: <i>Camouflage</i> Explain the meaning of <i>herbivore</i> , <i>carnivore</i> , <i>omnivore</i> and use in appropriate contexts	Write about and draw characteristics of the Sonoran desert habitat in a Habitat Journal

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 4:</b> Animals of the East African Savanna Habitat	Identify characteristics of the grassland habitat Describe images of a grassland habitat and use images and details in “Animals of the East African Savanna Habitat” to check and support comprehension Compare and contrast the grassland habitat with Arctic and desert habitats Describe the relationship between animals in a food chain using images and details from the read-aloud	Prior to listening to “Animals of the East African Savanna Habitat,” compare and contrast Arctic habitats and the desert habitat to identify similarities and differences between them	Explain the meaning of <i>savanna</i> , <i>camouflage</i> Demonstrate understanding of the meaning of <i>herbivore</i> , <i>carnivore</i> , <i>omnivore</i> , <i>coexist</i> Word Work: <i>Hardy</i>	Write about and draw characteristics of the grassland habitat in a Habitat Journal
<i>Pausing Point (2 Days)</i>				
<b>Lesson 5:</b> Animals of the Temperate Deciduous Forest Habitat	Identify characteristics of the temperate deciduous forest habitat Compare and contrast the temperate deciduous forest habitat with the Arctic, desert, and grassland habitats	Prior to listening to “Animals of the Temperature Deciduous Forest Habitat,” explain what a forest is	Explain the meaning of <i>temperate</i> , <i>deciduous</i> , <i>temperature deciduous forest</i> , <i>omnivores</i> , <i>carnivores</i> Demonstrate understanding of the meaning of <i>camouflage</i> Word Work: <i>Store</i> Multiple Meaning Word Activity: <i>Bark</i>	Write about and draw characteristics of the temperature deciduous forest habitat in a Habitat Journal
<b>Lesson 6:</b> Animals of the Tropical Rainforest Habitat	Explain how the tropical rainforest habitat is similar to the temperate deciduous forest habitat Compare and contrast the tropical rainforest habitat and the temperate deciduous forest habitat	Prior to listening to “Animals of the Tropical Rainforest Habitat,” describe characteristics of the temperate deciduous forest habitat	Explain the meaning of <i>equator</i> , <i>habitat</i> , <i>omnivore</i> , <i>tropical rainforest</i> Demonstrate understanding of the meaning of <i>adapted</i> Word Work: <i>Canopy</i> Syntactic Awareness Activity: Conjunction <i>but</i>	Write about and draw characteristics of the tropical rainforest habitat in a Habitat Journal
<b>Lesson 7:</b> Animals of the Freshwater Habitat	Identify characteristics of the freshwater habitat Describe a picture of a bullfrog and use images and details in “Animals Freshwater Habitat” to check and support comprehension of the read-aloud	Prior to listening to “Animals of the Freshwater Habitat,” identify different habitats using images and distinguish between land and water habitats	Demonstrate understanding of the meaning of <i>adapted</i> Word Work: <i>Float</i> Explain the meaning of “a fish out of water” and use in appropriate contexts	Write about and draw characteristics of the freshwater habitat in a Habitat Journal

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 8:</b> Animals of the Saltwater Habitat	Identify characteristics of the saltwater habitat Compare and contrast the saltwater habitat and the freshwater habitat Compare and contrast the Pacific Ocean saltwater habitat to the Arctic Ocean saltwater habitat	Prior to listening to “Animals of the Saltwater Habitat,” describe characteristics of the freshwater habitat and distinguish between fresh water and salt water	Demonstrate understanding of the meaning of <i>salt</i> , <i>predator</i> , <i>blubber</i> , <i>adapted</i> Word Work: <i>Shallow</i>  Accurately identify <i>shallow/deep</i> , <i>cool/warm</i> , and <i>dark/light</i> as antonyms, and provide other examples of common antonyms	Write about and draw characteristics of the saltwater habitat in a Habitat Journal
<b>Lesson 9:</b> Habitat Destruction and Endangered Species	Explain why and how habitat destruction can cause extinction Create an idea web to record and organize information about endangered species	Prior to listening to “Habitat Destruction and Endangered Species,” describe animal adaptations	Demonstrate understanding of the meaning of <i>adapted</i> , <i>extinct</i> , <i>endangered species</i> Explain the meaning of <i>scavenger</i> , <i>endangered species</i> Word Work: <i>Destroy</i>	
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (2 Days)</i>			

## Fairy Tales

9 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*This domain will introduce students to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish them as a unique type of fiction that still has the elements of character, plot, and setting that are found in other types of fiction. Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Ask and answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud</i></p> <p><i>Describe characters, settings, and events in a story using illustrations and key details</i></p> <p><i>Demonstrate understanding of literary read-alouds of appropriate complexity for Grade 1</i></p> <p><i>Activate prior knowledge related to a text</i></p>	<p><i>Carry on and participate in a conversation in small and large groups through multiple exchanges</i></p> <p><i>Use agreed-upon rules for group discussion</i></p> <p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Clearly describe people, places, and things with key details</i></p> <p><i>Produce complete sentences when appropriate</i></p>	<p><i>Use correct grammar and word choice while speaking or writing</i></p> <p><i>Determine the meaning of unknown and multiple-meaning words using an array of strategies including sentence-level context and support from adults</i></p> <p><i>Demonstrate understanding of word meanings by sorting into categories and identifying real-life connections between words and their use</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></p>	<p><i>Participate in group writing projects to answer questions and further explore read-aloud topics</i></p>
<b>Lesson 1:</b> Sleeping Beauty	<p>Identify the elements of fairy tales (settings, characters, fantasy, problems and solutions, and happy endings) and explain those terms as they apply to “Sleeping Beauty”</p> <p>Describe how various characters feel at different points in the story</p>	<p>Prior to listening to “Sleeping Beauty,” identify orally what they know and have learned about fairy tales</p>	<p>Word Work: <i>Wisdom</i></p> <p>Explain the meaning of the saying “the land of Nod” and use in appropriate contexts</p>	<p>As a class, categorize and organize information about fairy tales in Elements of Fairy Tales charts for “Cinderella” and “Sleeping Beauty”</p> <p>Write a sentence about the setting of “Sleeping Beauty”</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 2:</b> Rumpelstiltskin	<p>Distinguish fantasy from realistic text by reviewing how certain events in the story “Sleeping Beauty” could have happened in real life</p> <p>Identify the elements of fairy tales and explain those terms as they apply to “Rumpelstiltskin”</p> <p>Describe in detail a character from “Sleeping Beauty”</p> <p>Compare and contrast similarities and differences between “Rumpelstiltskin” and “Sleeping Beauty”</p>	<p>Prior to listening to “Rumpelstiltskin,” identify orally what they know and have learned about characteristics of fairy tales</p> <p>In small groups, perform as characters from the story “Rumpelstiltskin” using eye contact, appropriate volume, and clear enunciation</p>	<p>Word Work: <i>Succeed</i></p>	<p>As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for “Rumpelstiltskin”</p> <p>Record answers to prompts about the elements of fairy tales</p>
<b>Lesson 3:</b> Rapunzel	<p>Distinguish fantasy from realistic text by reviewing how certain events in the story “Rumpelstiltskin” could not have happened in real life</p> <p>Identify the elements of fairy tales and explain those terms as they apply to “Rapunzel”</p>	<p>Prior to listening to “Rapunzel,” identify orally what they know and have learned about characteristics of “Sleeping Beauty” and Venn diagrams</p>	<p>Word Work: <i>Delight</i></p>	<p>As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for “Rapunzel”</p> <p>Independently, compare and contrast similarities and differences between “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel” in a Venn diagram</p>
<b>Lesson 4:</b> The Frog Prince, Part I	<p>Identify the elements of fairy tales and explain those terms as they apply to “The Frog Prince, Part I”</p>	<p>Prior to listening to “The Frog Prince, Part I,” identify orally what they know and have learned about frogs, fairy tales, and how princes are depicted in fairy tales</p> <p>While listening to “The Frog Prince, Part I” orally predict what will happen in the next part of the read-aloud</p>	<p>Word Work: <i>Retrieved</i></p> <p>Identify and accurately use the conjunction so orally in appropriate contexts</p>	<p>Working together but recording independently, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for “The Frog Prince”</p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 5:</b> The Frog Prince, Part II	Distinguish fantasy from realistic text by reviewing how certain events in the story “The Frog Prince” could not have happened in real life Identify the elements of fairy tales and explain those terms as they apply to “The Frog Prince, Part II”	Prior to listening to “The Frog Prince, Part II,” retell the first part of the story While listening to “The Frog Prince, Part II,” confirm predictions	Word Work: <i>Contented</i> Multiple Meaning Word Activity: <i>Bowl</i>	Working together but recording independently, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for “The Frog Prince”
<i>Pausing Point (2 Days)</i>				
<b>Lesson 6:</b> Hansel and Gretel, Part I	Distinguish fantasy from realistic text by reviewing how certain events in the story “The Frog Prince” could have happened in real life Identify the elements of fairy tales and explain those terms as they apply to “Hansel and Gretel, Part I”	Prior to listening to “Hansel and Gretel, Part I,” identify orally what they know and have learned about the characteristics of fairy tales While listening to “Hansel and Gretel, Part I” orally predict what will happen in the next part of the read-aloud	Word Work: <i>Comforted</i>	As a class, explore the parts of a fictional narrative As a class, categorize and organize information comparing characters in fairy tales in a Heroic and Evil Character Comparison Chart Independently, write a sentence describing a hero from a fairy tale
<b>Lesson 7:</b> Hansel and Gretel, Part II	Distinguish fantasy from realistic text by reviewing how certain events in the story “Hansel and Gretel” could have happened in real life Identify the elements of fairy tales and explain those terms as they apply to “Hansel and Gretel, Part II” Independently, sequence events to retell the fairy tale, “Hansel and Gretel”	Prior to listening to “Hansel and Gretel, Part II,” retell the first part of the story While listening to “Hansel and Gretel, Part II,” confirm predictions	Word Work: <i>Creep</i>	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for “Hansel and Gretel” Independently, plan a fictional narrative retelling
<b>Lesson 8:</b> Jack and the Beanstalk, Part I	Distinguish fantasy from realistic text by reviewing how certain events in the story “Hansel and Gretel” could (not) have happened in real life Identify the elements of fairy tales and explain those terms as they apply to “Jack and the Beanstalk, Part I”	Prior to listening to “Jack and the Beanstalk, Part I,” identify orally what they know and have learned about the characteristics of fairy tales While listening to Jack and the Beanstalk, Part I” orally predict what will happen in the next part of the read-aloud	Word Work: <i>Precious</i>	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for “Jack and the Beanstalk” Independently, draft a fictional narrative retelling

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 9:</b> Jack and the Beanstalk, Part II	Distinguish fantasy from realistic text by reviewing how certain events in the story “Jack and the Beanstalk” could not have happened in real life  Identify the elements of fairy tales and explain those terms as they apply to “Jack and the Beanstalk, Part II”	Prior to listening to “Jack and the Beanstalk, Part II,” retell the first part of the story  While listening to “Jack and the Beanstalk, Part II,” confirm predictions	Word Work: <i>Rudely</i> and <i>Politely</i>	As a class, categorize and organize information about fairy tales in an Elements of Fairy Tales chart for “Jack and the Beanstalk”  Independently, edit and publish (optional) a fictional narrative retelling
	<i>Domain Review (1 Day)</i>			
	<i>Domain Assessment (1 Day)</i>			
	<i>Culminating Activities (2 Days)</i>			

**A New Nation: American Independence**

12 Lessons, Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

*In this domain, students will hear about when and how our country, the United States of America, started. They will be introduced to many historical figures and events as the story unfolds of how the thirteen colonies determined and gained their independence from Britain to become the United States of America.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions requiring literal recall and understanding of an informational read-aloud</i></p> <p><i>Identify the main topic and retell key details of a text</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions, including answering why questions that require recognizing cause/effect relationships and describing the connection between different pieces of information or illustrations in a text</i></p> <p><i>Ask and answer questions about unknown words and phrases in read-alouds and discussions</i></p> <p><i>Distinguish between information provided by illustrations and that provided by words</i></p> <p><i>Listen to and demonstrate understanding of informational read-alouds of appropriate complexity for Grades 1–3</i></p> <p><i>Activate prior knowledge related to a text</i></p>	<p><i>Carry on and participate in a conversation in small and large groups through multiple exchanges</i></p> <p><i>Use agreed-upon rules for group discussion</i></p> <p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Clearly describe people, places, and things with key details</i></p> <p><i>Produce complete sentences when appropriate</i></p>	<p><i>Use correct grammar and word choice while speaking or writing</i></p> <p><i>Determine the meaning of multiple-meaning words using an array of strategies including sentence-level context and support from adults</i></p> <p><i>Demonstrate understanding of word meanings by identifying real-life connections between words and their use</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></p>	<i>In writing, answer questions and further explore read-aloud topics</i>
<b>Lesson 1:</b> The New World	<p>Identify and explain key details from “The New World,” including the first English settlements in America</p> <p>Order events sequentially to show time progression</p>	<p>Prior to listening to “The New World,” identify what they know and have learned about where and how the thirteen colonies were formed</p>	Word Work: <i>Settlements</i>	Independently record information about the thirteen colonies from the read-aloud

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> A Taxing Time: The Boston Tea Party	Identify and explain key details from “A Taxing Time: The Boston Tea Party,” including describing the Boston Tea Party  Order events sequentially to show time progression  Describe the Boston Tea Party by examining a picture	Prior to listening to “A Taxing Time: The Boston Tea Party,” retell the story of the first English settlements in America	Word Work: <i>Goods</i>	As a class, write captions describing the Boston Tea Party for a Picture Gallery
<b>Lesson 3:</b> The Shot Heard Round the World	Identify and describe key details from “The Shot Heard Round the World,” including events leading to the Revolutionary War	Prior to listening to “The Shot Heard Round the World,” retell the story of the Boston Tea Party	Word Work: <i>Volunteers</i>  Explain the meaning of the saying “let the cat out of the bag” and use in appropriate contexts	In small groups, use a graphic organizer to summarize the read-aloud
<b>Lesson 4:</b> Declaring Independence	Identify and describe key details from “Declaring Independence,” including the Declaration of Independence  Describe the Second Continental Congress by examining a picture	Prior to listening to “Declaring Independence,” retell the story of the significant events leading to the Revolutionary War	Word Work: <i>Independent</i>	In small groups, write captions describing the Second Continental Congress for a Picture Gallery
<b>Lesson 5:</b> The Legend of Betsy Ross	Identify and retell “The Legend of Betsy Ross”  Order events sequentially to show time progression	Prior to listening to “The Legend of Betsy Ross,” retell the story of the significant events leading to the Revolutionary War	Word Work: <i>Alternating</i>	Independently, color the American flag and write a sentence about it  Share writing with others, responding to questions and suggestions to strengthen writing
<i>Pausing Point 1 (1 Day)</i>				
<b>Lesson 6:</b> George Washington, Commander in Chief	Identify and describe key details from “George Washington, Commander in Chief,” including the contributions of George Washington  Describe the contributions of George Washington by examining a picture	Prior to listening to “George Washington, Commander in Chief,” retell the story of the significant events in the founding of the United States	Word Work: <i>Struggled</i>	Independently, write captions describing contributions of George Washington for a Picture Gallery

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 7:</b> Will This War Never End?	Identify and describe key details from “Will This War Never End?” including the contributions of George Washington	Prior to listening to “Will This War Never End?” retell the story of the significant events in the founding of the United States  Perform “Yankee Doodle” with appropriate volume, and clear enunciation	Word Work: <i>Confident</i>  Identify and accurately use action words in the past and present in appropriate contexts orally	Independently, record an answer to a question about the Revolutionary War
<b>Lesson 8:</b> A Young Nation Is Born	Identify and describe key details from “A Young Nation Is Born” including the contributions of George Washington  Order events sequentially to show time progression	Prior to listening to “A Young Nation Is Born” retell the story of the contributions of George Washington to the founding of the United States  Perform “Yankee Doodle” with appropriate volume, and clear enunciation	Word Work: <i>President</i>  Explain the meaning of the saying “there’s no place like home” and use in appropriate contexts  Identify and accurately use action words in the past, present, and future in appropriate contexts orally	Independently, record an answer to a prompt about the contributions of George Washington
<b>Lesson 9:</b> Never Leave Until Tomorrow What You Can Do Today	Identify and describe key details from “Never Leave Until Tomorrow What You Can Do Today” including the contributions of Benjamin Franklin  Describe the contributions of Benjamin Franklin by examining a picture	Prior to listening to “Never Leave Until Tomorrow What You Can Do Today” retell the story of the contributions of George Washington to the founding of the United States	Word Work: <i>Almanac</i>  Explain the meaning of the saying “never leave until tomorrow what you can do today” and use in appropriate contexts	Independently, draw a picture showing something an almanac may be used to do and write a sentence about it  Independently, write captions describing contributions of Benjamin Franklin for a Picture Gallery
<b>Lesson 10:</b> Building a Nation with Words and Ideas	Identify and describe key details from “Building a Nation with Words and Ideas” including the contributions of Thomas Jefferson  Describe the contributions of Thomas Jefferson by examining a picture	Prior to listening to “Building a Nation with Words and Ideas” describe the contributions of Benjamin Franklin to the founding of the United States	Word Work: <i>Anniversary</i>  Explain the meaning of the saying “never leave until tomorrow what you can do today” and use in appropriate contexts	Independently, write captions describing contributions of Thomas Jefferson for a Picture Gallery
	<i>Pausing Point 2 (1 Day)</i>			

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 11:</b> Liberty and Justice for ALL?	Identify and describe key details from “Liberty and Justice for ALL?” including the contributions of enslaved Africans, Native Americans, and women during the evolution from colonies to independence	Prior to listening to “Liberty and Justice for ALL?” describe the contributions of the Founding Fathers	Word Work: <i>Equally</i>	As a class, organize information about the contributions of enslaved Africans, Native Americans, and women  As a class, explore informational paragraph writing  Independently, plan an informational paragraph
<b>Lesson 12:</b> What Do a Flag, a Bell, and an Eagle Have in Common?	Identify and describe key details from “What Do a Flag, a Bell, and an Eagle Have in Common?” including the significance of several U.S. symbols	Prior to listening to “What Do a Flag, a Bell, and an Eagle Have in Common?” describe the contributions of various groups	Word Work: <i>Symbols</i>	Independently, draft an informational paragraph
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				

**Frontier Explorers (11–15 days)**

11 Lessons, Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (17 Days)

*In this domain, students will learn about the American frontier and the explorers that played an important role in the westward expansion of the United States. Students will review the development of the thirteen colonies and the Revolutionary War. They will learn about the difficulty of crossing the Appalachian Mountains and will be introduced to Daniel Boone and the role he played in westward expansion. Students will also learn about the presidency of Thomas Jefferson and the explorers he sent out west to gather information to bring back east. Students will be introduced to key people and events that played a role in the early westward expansion of the United States.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of an informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in an informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Describe the connection between two individuals, events, ideas, or pieces of information in an informational read-aloud</i></p> <p><i>Ask and answer questions about unknown words and phrases in informational read-alouds and discussions</i></p> <p><i>Demonstrate understanding of informational read-alouds of appropriate complexity for Grade 1</i></p> <p><i>Activate prior knowledge related to a text</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a literary or informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation</i></p>	<p><i>Use correct grammar and word choice while speaking or writing</i></p> <p><i>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies</i></p> <p><i>Demonstrate understanding of word relationships and nuances in word meanings</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p> <p><i>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)</i></p>	<p><i>Use graphic organizers to record and organize information</i></p> <p><i>Participate in group and independent writing projects to answer questions and further explore read-aloud topics</i></p>

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 1:</b> Daniel Boone and the Opening of the West	Describe Daniel Boone and the Appalachian Mountains Correctly sequence information about Daniel Boone on a timeline of events in the history of North America Describe why the Appalachian Mountains were a barrier for settlers	Prior to listening to “Daniel Boone and the Opening of the West,” create a timeline to correctly sequence events in the history of North America using images and background knowledge	Word Work: <i>Barrier</i>	
<b>Lesson 2:</b> Crossing the Appalachian Mountains	Describe Daniel Boone’s adventures as a trailblazer	Prior to listening to “Crossing the Appalachian Mountains,” describe the challenges of crossing the Appalachian Mountains and identify cardinal directions	Demonstrate understanding of the meaning of <i>trailblazer</i> Word Work: <i>Pioneers</i> Multiple Meaning Word Activity: <i>Pass</i>	With assistance, use a graphic organizer to analyze the actions of Daniel Boone
<b>Lesson 3:</b> Jefferson and Monroe	Explain why Thomas Jefferson wanted to buy the city of New Orleans Describe an image of Napoleon Bonaparte and use images and details in “Jefferson and Monroe” to check and support comprehension Identify the Appalachian Mountains, the Mississippi River, and the Rocky Mountains on a map of the United States	Prior to listening to “Jefferson and Monroe,” describe the connection between Daniel Boone and the Appalachian Mountains, identify geographic features of the United States, and correctly sequence information about Thomas Jefferson on a timeline of events in the history of North America	Word Work: <i>Mouth</i> Syntactic Awareness Activity: Sentence Types	
<b>Lesson 4:</b> The Louisiana Purchase	Explain the significance of the Louisiana Territory and the Louisiana Purchase Distinguish between the United States before and after the purchase of the Louisiana Territory using a map  <i>Pausing Point (2 Days)</i>	Prior to listening to “The Louisiana Purchase,” explain the importance of the Mississippi River to the United States	Demonstrate understanding of the meaning of <i>mouth</i> Word Work: <i>Purchase</i> Multiple Meaning Word Activity: <i>Letter</i>	Write about the importance of the Louisiana Purchase to the United States using information from the read-aloud

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> Lewis and Clark	Explain the reasons that Lewis and Clark went on their expedition Correctly sequence information about Lewis and Clark on a timeline of events in the history of North America	Prior to listening to “Lewis and Clark,” identify events leading up to the Louisiana Purchase and correctly sequence information about the Louisiana Purchase on a timeline of events in the history of North America	Word Work: <i>Brave</i> Demonstrate understanding of the meaning of <i>route</i>	
<b>Lesson 6:</b> Lewis and Clark: The Journey Begins	Describe the beginning of Lewis and Clark’s expedition Act out Lewis and Clark’s final preparations and the day they set out for their expedition and make predictions about what will be found on the expedition	Prior to listening to “Lewis and Clark: The Journey Begins,” identify what Lewis and Clark’s three tasks were using images for support	Word Work: <i>Expedition</i>	
<b>Lesson 7:</b> Discovery and Danger on the Prairie	Describe Lewis and Clark’s encounters with Native Americans Track Lewis and Clark’s progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished	Prior to listening to “Discovery and Danger on the Prairie,” identify geographic features of the United States and explain how Lewis and Clark prepared for their expedition	Demonstrate understanding of the meaning of <i>discover</i> , <i>danger</i> Word Work: <i>Honored</i>	
<b>Lesson 8:</b> Sacagawea	Describe how Sacagawea came to be part of Lewis and Clark’s expedition Track Lewis and Clark’s progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished	Prior to listening to “Sacagawea,” identify geographic features of the United States and describe the tasks Lewis and Clark have accomplished so far	Word Work: <i>Protection</i>	
<b>Lesson 9:</b> Red Cedars and Grizzly Bears	Describe additional things Lewis and Clark encountered related to the tasks they were asked to accomplish Track Lewis and Clark’s progress on a map of the United States Record information about the tasks Lewis and Clark have accomplished	Prior to listening to “Red Cedars and Grizzly Bears,” identify geographic features of the United States and describe the tasks Lewis and Clark have accomplished so far	Demonstrate understanding of the meaning of “keep a sharp eye out for” Word Work: <i>Record</i>	

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<b>Lesson 10:</b> Rivers and Mountains	<p>Explain why Lewis and Clark were unable to accomplish the last task</p> <p>Track Lewis and Clark's progress on a map of the United States</p> <p>Record information about the tasks Lewis and Clark have accomplished and the task they were unable to accomplish</p>	<p>Prior to listening to "Rivers and Mountains," identify geographic features of the United States and describe the tasks Lewis and Clark have accomplished so far</p>	<p>Demonstrate understanding of the meaning of <i>translator</i></p> <p>Word Work: <i>Dull</i></p>	
<b>Lesson 11:</b> To the Pacific and Back	<p>Describe the end of Lewis and Clark's expedition</p> <p>Confirm predictions about "To the Pacific and Back"</p>	<p>Prior to listening to "To the Pacific and Back," identify geographic features of the United States, describe the tasks Lewis and Clark accomplished and the task they were unable to accomplish, and predict how Lewis and Clark's expedition will end</p>	<p>Demonstrate understanding of the meaning of <i>success</i></p> <p>Word Work: <i>Contentment</i></p>	<p>Write an informational paragraph summarizing Lewis and Clark's expedition using information recorded about the tasks they accomplished and the task they were unable to accomplish</p>
<i>Domain Review (1 Day)</i>				
<i>Domain Assessment (1 Day)</i>				
<i>Culminating Activities (2 Days)</i>				