

<b>Select a Course:</b>	Language Arts Grade 1
<b>Teacher:</b>	CORE Language Arts Grade 1
<b>Course:</b>	Language Arts Grade 1
<b>Year:</b>	2016-17
<b>Months:</b>	- All -

August

**Grade 1 ELA Connections (Unit 1)**

**Enduring Understandings**

**Essential Questions**

**Standards**

**Knowledge & Skills**

**Academic Language**

Connections help us build understanding.

How do connections help us solve problems with others?

Why are connections important?

How does text better help us understand ourselves?

RL.1.1 - Ask and answer questions about key details in a text.

RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3 - Describe characters, settings, and major events in a story, using key details.

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

L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

SL.1.2 - Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

L.1.5a - Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5b - Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.5c - Identify real-life connections between words and their use (e.g., note places at home that are cozy).

L.1.1g - Use frequently occurring

short a, final -ck, short l, final x, short o, -s plurals, inflected ending -s and -ing, short e, short u, initial and final blends

**Foundational Skills- Spanish**  
Syllables with: B, R, GA, GO, GU, QUE, QUI, Ñ, GUE, GUI, J, V, GE, GI, Silabas cerradas con: R  
Digraphs CH, RR,

Ask questions about a text.

Answer questions about characters within a text.

Use phonics skills to read grade level and ability leveled text.

Engage in narrative writing.

Identify a connection(s) among characters and self.

**TIER 2 Vocabulary:**  
Theme/ Tema

Relationships/ Relaciones

Retell / Recontar

Character / Personaje

Setting / Ambiente

Problem/Solution - Problema/Solución

Narrative / Narrativa

Beginning, Middle, End / Inicio, mitad, final

Detail/Detalle

Central Message / Mensaje central

Category/ La categoría

Illustration/ ilustración

Collaborate / Colaborar

Define/ definir

		<p>conjunctions (e.g., and, but, or, so, because).</p> <p>L.1.1i - Use frequently occurring prepositions (e.g., during, beyond, toward).</p> <p>RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>L.1.1a - Print all upper- and lowercase letters.</p> <p>L.1.1b - Use common, proper, and possessive nouns.</p> <p>L.1.2b - Use end punctuation for sentences.</p>		
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September	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
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October	<p><b>Grade 1 ELA Patterns (Unit 2)</b></p>				
	<p><b>Enduring Understandings</b> ✕</p> <p>Patterns can help us understand our world.</p>	<p><b>Essential Questions</b> ✕</p> <p>How do we use patterns to help us read?</p> <p>How do we use patterns to help us read and write?</p> <p>How do we apply a known pattern to a new skill/information?</p>	<p><b>Standards</b> ✕</p> <p>RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.3f - Read words with inflectional endings.</p> <p>RL.1.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>RF.1.1 - Demonstrate understanding of the organization and basic features of print.</p> <p>SL.1.5 - Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p>K-2:1.1 - Demonstrate beginning steps in using available hardware and applications (e.g., turn on a computer,</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p>Comprehend stories using essential reading strategies.</p> <p>Read unfamiliar text using decoding skills.</p> <p>Comprehension Skills: Character, Setting, Main Idea, Realism and Fantasy, Cause and Effect</p> <p>Students will be able to use patterns to organize and produce informative and explanatory text.</p> <p>In this unit, students will learn, there are patterns in reading.</p> <p>In this unit, students will learn, there are patterns in writing.</p>	<p><b>Academic Language</b> ✕</p> <p>Analysis/ Análisis</p> <p>Inflectional Ending/ Final inflexional</p> <p>Initial Sound/ Sonido inicial</p> <p>Medial Sound/ Sonido medial</p> <p>Final Blend/ Mezcla final</p> <p>Realism/ Realismo</p> <p>Fantasy/ fantasía</p> <p>Cause and Effect/ Causa y efecto</p>

		<p>launch a program, use a pointing device such as a mouse).</p> <p>K-2:1.2 - Explain that icons (e.g., recycle bin/trash, folder) are symbols used to signify a command, file, or application.</p> <p>K-2:1.3 - Identify, locate, and use letters, numbers, and special keys (e.g., space bar, Shift, Delete) on the keyboard.</p> <p>K-2:1.7 - Explain that computers can store and organize information so that it can be searched.</p> <p>K-2:2.1 - Follow classroom rules for the responsible use of computers, peripheral devices, and resources.</p> <p>K-2:2.3 - Explain why there are rules for using technology at home and at school.</p> <p>RF.1.1a - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>L.1.1a - Print all upper- and lowercase letters.</p> <p>RF.1.2b - Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>RF.1.2c - Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>RF.1.2d - Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p> <p>RF.1.3b - Decode regularly spelled one-syllable words.</p> <p>RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.</p>	<p> short a, final -ck, short i, final x, short o, -s plurals, inflected ending -s and -ing, short e, short u, initial and final blends</p>
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November	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
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December	<p> <b>Grade 1 ELA Change (Unit 3)</b></p>				
	<p><b>Enduring Understandings</b> ✕</p> <p> When analyzing text, change can be observed.</p>	<p><b>Essential Questions</b> ✕</p> <p> How do story elements change?</p> <p> How do I use story elements to retell a story?</p>	<p><b>Standards</b> ✕</p> <p>L.1.1c - Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</p> <p>L.1.1e - Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> Cause and Effect</p> <p> Reading Skills: compare and contrast, plot, theme, drawing conclusions, sequence</p>	<p><b>Academic Language</b> ✕</p> <p> change / cambiar</p> <p> compare / comparar</p>

	<p>RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4a - Read on-level text with purpose and understanding.</p> <p>RF.1.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RI.1.2 - Identify the main topic and retell key details of a text.</p> <p>RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.7 - Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.</p> <p>SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p>SL.1.6 - Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>SL.1.1c - Ask questions to clear up any confusion about the topics and texts under discussion.</p> <p>K-2:1.4 - Recognize the functions of basic file menu commands (e.g., New, Open, Close, Save, Print).</p> <p>K-2:1.5 - Use a word processing application to write, edit, print, and save simple assignments.</p> <p>K-2:1.9 - Explain that the Internet links computers around the world, allowing people to access information and communicate.</p> <p>K-2:2.6 - Follow the school rules for safe and ethical Internet use. (Use of Internet in this grade span is determined by district policy.)</p> <p>K-2:2.8 - Explain that a password helps protect the privacy of information.</p> <p>K-2:3.3 - Use age-appropriate technologies (e.g., a simple graphing application) to gather and analyze data. &amp;</p> <p>K-2:3.4 - Use a variety of age-</p>	<p> Long vowels, long vowel i and e with y, words ending with -nk and -ng, compound words, adding -es, r controlled, -or, -ore, endings -ed and -ing, r controlled -ar, rcontrolled -er, -ir, -ur, contractions, adding-er and -est, dge /j/</p> <p> contractions with not, am, is, are, was, were, verbs for now and the past, verbs with and without adding s, actoin verbs</p>	<p> contrast/ contrastar</p> <p> affect / afectar</p> <p> positive/ positivo</p> <p> negative/ negativo</p> <p> noun/ sustantivo</p> <p> verb/ verbo</p> <p> topic/ tema</p> <p> Main Idea/ Idea principal</p> <p> adjective / adjetivo</p>
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			<p>appropriate technologies (e.g., drawing program, presentation software) to communicate and exchange ideas.</p> <p>L.1.4a - Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.1.4b - Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>L.1.4c - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p> <p>L.1.1f - Use frequently occurring adjectives.</p> <p>L.1.1h - Use determiners (e.g., articles, demonstratives).</p> <p>RF.1.3c - Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>RF.1.3d - Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>RF.1.3e - Decode two-syllable words following basic patterns by breaking the words into syllables.</p> <p>SL.1.3 - Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p>L.1.2b - Use end punctuation for sentences.</p> <p>SL.1.1a - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>RF.1.1a - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p> <p>L.1.1d - Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).</p>		
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January	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
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February	<p> <b>Grade 1 ELA Relationships (Unit 4)</b></p>				
	<p><b>Enduring Understandings</b> ✕</p>	<p><b>Essential Questions</b> ✕</p>	<p><b>Standards</b> ✕</p>	<p><b>Knowledge &amp; Skills</b> ✕</p>	<p><b>Academic Language</b> ✕</p>
	<p> Relationships exist within text and among text. (Relationships exist within a story and various texts can be related).</p>	<p> How does informational text features help you navigate and understand the content</p>	<p>RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.</p>	<p> drawing conclusions, theme, author's purpose, realism and fantasy, character, setting,</p>	<p> Narrative / narrativa</p> <p> Opinion / opinión</p>

<p> Readers use their foundational skills to read increasingly complex text with fluency and understanding.</p>	<p>of the text?</p>	<p>RF.1.2a - Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>RF.1.4a - Read on-level text with purpose and understanding.</p> <p>RF.1.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.1.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RI.1.2 - Identify the main topic and retell key details of a text.</p> <p>RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>RI.1.4 - Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p> <p>RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p> <p>RI.1.8 - Identify the reasons an author gives to support points in a text.</p> <p>RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.2 - Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>RL.1.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>RL.1.4 - Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.</p> <p>RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.</p> <p>IL.SEL.K-2.1.B.1a - Identify one's likes and dislikes, needs and wants, strengths and challenges.</p> <p>IL.SEL.K-2.1.B.1b - Identify family, peer, school, and community strengths.</p> <p>IL.SEL.K-2.2.A.1b - Use listening skills to identify the feelings and perspectives of others.</p> <p>IL.SEL.K-2.2.B.1b - Describe positive qualities in others.</p> <p>W.1.1 - Write opinion pieces in which</p>	<p>plot, cause and effect</p> <p> suffixes, -ly and -ful, vowel sound in "moon", compound words, vowels ew,ue,ui, long i: ie, igh, wr /r/, kn /n/, three letter blends, long o: oa, ow, inflected endings, possessives, long a: ai, ay</p> <p> adjectives, adjectives for colors and shapes, adjectives for sizes, adjectives for what kind, adjectives for how many, adjectives that compare</p>	<p> Adventure / aventura</p>
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		<p>they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p>W.1.3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> <p>W.1.5 - With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p> <p>W.1.6 - With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9 - (Begins in grade 4)</p> <p>L.1.2c - Use commas in dates and to separate single words in a series.</p>	
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**March** **Grade 1 ELA Influence (Unit 5)** Students will understand basic similarities/differences of two texts (fiction/nonfiction) on the same topic and how that influences their thinking about that topic.

<b>Enduring Understandings</b>	<b>Essential Questions</b>	<b>Standards</b>	<b>Knowledge &amp; Skills</b>	<b>Academic Language</b>
<p> Evidence from text influences the readers understanding.</p> <p> Readers use their foundational skills to read increasingly complex text with fluency and understanding.</p>	<p> How do readers apply reading strategies to improve understanding and comprehension of various texts?</p> <p> How does a student's environment influence their reading interests and book selections?</p>	<p>RF.1.2 - Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>RF.1.3 - Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.1.4 - Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>RL.1.1 - Ask and answer questions about key details in a text.</p> <p>RL.1.3 - Describe characters, settings, and major events in a story, using key details.</p> <p>SL.1.1 - Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <p>SL.1.4 - Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p> <b>Phonics Skills:</b></p> <p>Vowels ow/ou/ Syllables C + le Vowels ou/ou/ Syllables VCV Vowels oi, oy Suffixes -er, -or Vowels aw, au Short e: ea</p> <p> Reading Comprehension Skills: Drawing Conclusions, Theme, Author's Purpose, Realism/Fantasy, Character Setting Plot, Cause/Effect</p> <p> Students will participate in shared research and collaborative conversation with diverse partners.</p>	

W.1.7 - Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

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

L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

RF.1.1 - Demonstrate understanding of the organization and basic features of print.

RF.1.4a - Read on-level text with purpose and understanding.

RF.1.4b - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RI.1.1 - Ask and answer questions about key details in a text.

RI.1.3 - Describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.1.5 - Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).


RL.1.5 - Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.


SL.1.1a - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1c - Ask questions to clear up any confusion about the topics and texts under discussion.

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

W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

 Students will understand basic similarities/differences of two texts (fiction/nonfiction) on the same topic.

 exclamations, commands, high sentences begin and end, using I and me, pronouns



		<p>WIDA.SLA.K-2.1.A.1a - Demonstrate understanding of concepts of print (e.g. parts of a book, title, author, left-right tracking, top-bottom).</p> <p>WIDA.SLA.K-2.1.A.1b - Apply word analysis skills, (e.g., Spanish phonics including phonemic awareness, letter-sound correspondence, spelling patterns, syllabification, diphthongs, syllable juncture, accent marks, diérisis, and tildes) to decode new words.</p> <p>WIDA.SLA.K-2.1.A.1c - Comprehend unfamiliar words using context clues and prior knowledge; verify meanings with resource materials.</p> <p>K-2:1.6 - Insert and size a graphic in a word processing document.</p> <p>K-2:1.10 - Demonstrate the ability to use tools in painting and/or drawing programs.</p> <p>K-2:2.4 - Identify the purpose of a media message (to inform, persuade, or entertain).</p> <p>K-2:2.5 - Describe how people use many types of technologies in their daily lives. Health and Safety</p> <p>RF.1.3g - Recognize and read grade-appropriate irregularly spelled words.</p> <p>L.1.2d - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</p> <p>L.1.2e - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</p> <p>RF.1.3a - Know the spelling-sound correspondences for common consonant digraphs.</p> <p>RL.1.6 - Identify who is telling the story at various points in a text.</p> <p>W.1.1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	
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April	<p> <b>Grade 1 ELA Values (Unit 6)</b></p>			
	<p><b>Enduring Understandings</b> ✕</p> <p> Text has long lasting value in our lives.</p> <p> Readers use their foundational skills to read increasingly complex text with fluency and understanding.</p>	<p><b>Essential Questions</b> ✕</p> <p> What value do books have on our lives?</p> <p> What author and/or genre do you value and why?</p>	<p><b>Standards</b> ✕</p> <p>IL.SEL.K-2.1.A.1a - Recognize and accurately label emotions and how they are linked to behavior.</p> <p>IL.SEL.K-2.1.A.1b - Demonstrate control of impulsive behavior.</p> <p>IL.SEL.K-2.2.A.1a - Recognize that others may experience situations</p>	<p><b>Knowledge &amp; Skills</b> ✕</p> <p> <b>Reading Comprehension Skills:</b> Character, Setting, Plot, Sequence, Compare/Contrast, Main Idea, Draw Conclusions, Theme</p>

			<p>differently from oneself.</p> <p>IL.SEL.K-2.2.A.1b - Use listening skills to identify the feelings and perspectives of others.</p> <p>IL.SEL.K-2.3.A.1a - Explain why unprovoked acts that hurt others are wrong.</p> <p>IL.SEL.K-2.3.A.1b - Identify social norms and safety considerations that guide behavior.</p> <p>SL.1.1a - Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>W.1.2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.8 - With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>L.1.4 - 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>L.1.5 - With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.1.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p> <p>RI.1.10 - With prompting and support, read informational texts appropriately complex for grade 1.</p> <p>L.1.5d - Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</p> <p>RL.1.10 - With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p>	<p> Students will read on-level text with purpose and understanding.</p> <p> Students will understand that books and stories can impact and change our lives.</p> <p> Students will write an opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p> <p> Students will be able to build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p>
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May	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
June	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	Enduring ✕	Essential ✕		Knowledge ✕	Academic ✕