



## 1st Grade English Language Arts Curriculum Guide

### Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

## 1st Grade Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	SKILL PRIORITY STANDARDS	SKILL SUPPORTING STANDARDS	KNOWLEDGE PRIORITY STANDARDS	KNOWLEDGE SUPPORTING STANDARDS
1	7/3	<a href="#">Unit 1</a>	1.6a-h, 1.7a-o	1.9, 1.10, 1.12, 1.31	1.17, 1.19, 1.26	1.4, 1.12, 1.13, 1.27
1	4/3	<a href="#">Unit 2</a>	1.7a-e, 1.21	1.2, 1.8, 1.9, 1.10, 1.22, 1.31	1.17, 1.22	1.2, 1.3, 1.13
2/1	4/3	<a href="#">Unit 3</a>	1.7, 1.21, 1.31, 1.32	R2, 1.4, 1.8, 1.10, 1.34, 1.36, 1.38	1.22, 1.23	R2, 1.4, 1.8, 1.10, 1.34, 1.36, 1.38,
2-3/2	6/3	<a href="#">Unit 4</a>	R5, 1.7	1.5, 1.9, 1.11, 1.15	R4, 1.21	R3, 1.16, 1.17, 1.24
3/2	3/3	<a href="#">Unit 5</a>	1.12a	R2, R4, 1.7e, 1.8, 1.10, 1.12, 1.18, 1.31, 1.32, 1.36, 1.39, 1.43	1.33	1.3, 1.35, 1.42
3/2	5/3	<a href="#">Unit 6</a>	R2, 1.7, 1.12, 1.34	R5, 1.4, 1.8, 1.16, 1.38, 1.39	1.36	R1, 1.1, 1.3, 1.14, 1.40
4/3	5/3	<a href="#">Unit 7</a>	1.32	1.9	1.17, 1.33	R3, R4, 1.1, 1.13, 1.19, 1.43
4/3	0/3	<a href="#">Unit 8</a>	N/A	N/A	1.29	R1, 1.4, 1.14, 1.16, 1.42
4	0/3	<a href="#">Unit 9</a>	N/A	N/A	1.19, 1.22, 1.23, 1.25	R3, 1.2, 1.27, 1.34
4	0/3	<a href="#">Unit 10</a>	N/A	N/A	1.21, 1.25	R3, 1.3, 1.11, 1.13, 1.35
4	0/3	<a href="#">Unit 11</a>	N/A	N/A	1.22	R4, 1.11, 1.42, 1.43

**UNIT 1: Skills 1/Knowledge 1 : Fables and Stories**

**DURATION: 7/3 weeks**

**CONTENT STANDARDS**

**SKILL PRIORITY STANDARDS**

- **1.6a-h-Demonstrate basic to advanced phonological and phonemic awareness skills in spoken words.**
- **1.7a-o-Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.**

**SKILL SUPPORTING STANDARDS**

- 1.9-Read grade-appropriate texts with accuracy and fluency.
- 1.10-Read high-frequency words commonly found in grade-appropriate text.
- 1.12-Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
- 1.31-Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.

**KNOWLEDGE PRIORITY STANDARDS**

- **1.26-With prompting and support, use textual evidence to explain the central message or moral of a literary text.**

**KNOWLEDGE SUPPORTING STANDARDS**

- 1.4-Present information orally using complete sentences and appropriate volume.
- 1.12-Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
- 1.13-Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
- 1.17-Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.
- 1.19-Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.
- 1.27-Make predictions using information found within a literary text.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Syllables in spoken words		Remembering	A	
	Count syllables in spoken words, including polysyllabic words.	Application	B	

	Blend syllables in spoken words, including polysyllabic words.			
	Segment syllables in spoken words, including polysyllabic words. Delete syllables in spoken words, including polysyllabic words.			
Letter sounds. Long and short vowel sounds.		Remembering	A	
	Produce the most frequent sounds for each letter of the alphabet, including <i>x</i> and <i>q</i> .	Synthesis	C	
	Produce long and short vowel sounds.			
The central message or moral of a literary text can be identified using evidence from the text.		Understanding	A	
	Explain the central message or moral of a literary text using evidence from the text	Comprehension	A	

### KEY COMPONENTS

<p><b>LEARNING TARGETS</b></p> <ul style="list-style-type: none"> <li>• I can blend and segment words.</li> <li>• I can write capital and lowercase letters.</li> <li>• I can identify nouns in sentences.</li> <li>• I can chain words.</li> <li>• I can read and write Tricky Words.</li> <li>• I can identify character, plot, and setting as basic story elements.</li> <li>• I can describe the characters, plot, and setting of a story.</li> <li>• I can identify fables as one type of fiction.</li> <li>• I can identify characteristics of fables: short, moral, personification.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• (1) company, prank, shepherd, startled, tended</li> <li>• (2) balanced, jealous, milkmaid, plumpest</li> <li>• (3) delight, golden, greedy</li> <li>• (4) budge, oxen, plow</li> <li>• (5) disguise, fleece, flock, pretend, prowled</li> </ul>	<ul style="list-style-type: none"> <li>• (6) bunch, juicy, lunge, pluck, ripe</li> <li>• (7) abandoned, brood, stream, stubborn, waste</li> <li>• (8) advice, pondered, stunned</li> <li>• (9) exert, mischief, naughty, sobs, thief</li> <li>• (10) acknowledge, approached, quarreling, satisfied</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p>	<p><b>PRIOR KNOWLEDGE</b></p>	

- Why do we tell stories?
- What is a fable? How are fables different from other types of stories?
- What do we learn from fables and how does this help us in everyday life?

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**FORMATIVE ASSESSMENT**

**SUMMATIVE ASSESSMENT**

**ACTIVITIES & RESOURCES**

**RTI**

**EXTENSION OPPORTUNITIES**

**UNIT 2: Skills 2/ Knowledge 2: The Human Body****DURATION: 4/3 weeks****CONTENT STANDARDS****SKILL PRIORITY STANDARDS**

- 1.7a,e-Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.
- 1.21-Identify the main topic and key details of literary and informational texts.

**SKILL SUPPORTING STANDARDS**

- R2-Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- 1.8-Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.
- 1.9-Read grade-appropriate texts with accuracy and fluency.
- 1.10-Read high-frequency words commonly found in grade-appropriate text.
- 1.22-Ask and answer questions about key details in literary and informational texts.
- 1.31-Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.

**KNOWLEDGE PRIORITY STANDARDS**

- 1.22-Ask and answer questions about key details in literary and informational texts.

**KNOWLEDGE SUPPORTING STANDARDS**

- 1.2-Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.
- 1.3-Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.
- 1.13-Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.
- 1.16-Use grade-appropriate academic vocabulary in speaking and writing.
- 1.17-Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.
- 1.40-Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.

**KNOWLEDGE (students need to know):****SKILLS (students need to be able to do):****BLOOM'S TAXONOMY****QUAD****ACT**

Main topic of literary and informational texts.				
Key details of literary and informational texts.				
	Identify the main topic of literary and informational texts.	Understanding	A	
	Identify key details of literary and informational texts.			
Key details are present in literary and informational text.				
	Ask questions about key details in a literary and informational text. Answer questions about key details in a literary and informational text.	Comprehension	B	

### KEY COMPONENTS

<b>LEARNING TARGETS</b> <ul style="list-style-type: none"> <li>I can identify different vowel sounds.</li> <li>I can read and write words with different vowel sounds.</li> <li>I can identify and use nouns in sentences.</li> <li>I can read and write Tricky Words.</li> <li>I can ask and answer questions about key details in the story.</li> <li>I can explain that the human body is a network of systems and apply them accurately.</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>(1) human, network, organs, oxygen, systems</li> <li>(2) joint, skeleton, skull, spine, support</li> <li>(3) involuntary, muscles, tendons, voluntary</li> <li>(4) digestion, esophagus, intestine, stomach</li> <li>(5) blood, blood vessels, heart, pulse</li> </ul>	<ul style="list-style-type: none"> <li>(6) brain, nerves</li> <li>(7) diseases, germs, immunities, pasteurization, vaccines</li> <li>(8) exercising, healthy, nutritious</li> <li>(9) nutrients, pyramid</li> <li>(10) complicated</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>How do our bodies work?</li> <li>How can we keep our bodies healthy?</li> <li>Why is it important to have a balanced diet?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Whom would you call if your car wouldn't start?</li> <li>Whom would you call if your telephone made funny sounds?</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
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<b>ACTIVITIES &amp; RESOURCES</b>
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<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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**UNIT 3: Skills 3/ Knowledge 3: Different Lands, Similar Stories**

**DURATION: 4/3 weeks**

**CONTENT STANDARDS**

**SKILLS PRIORITY STANDARDS**

- **1.7-hApply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.**
- **1.21-Identify the main topic and key details of literary and informational texts.**
- **1.31-Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.**
- **1.32-Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.**

**SKILLS SUPPORTING STANDARDS**

- 1.4-Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.
- 1.8-Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.
- 1.10- Read high-frequency words commonly found in grade-appropriate text.
- 1.34-With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.
- 1.36-With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.
- 1.38-Develop and edit first drafts using appropriate spacing between letters, words, and sentences and left-to-right and top-to-bottom progression.
- R2-Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.

**KNOWLEDGE PRIORITY STANDARDS**

- **1.23-Identify and describe the main story elements in a literary text.**

**KNOWLEDGE SUPPORTING STANDARDS**

- 1.11-Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.
- 1.12-Ask and answer questions about unfamiliar words and phrases in discussions and/or text
- 1.16-Use grade-appropriate academic vocabulary in speaking and writing.
- 1.22-Ask and answer questions about key details in literary and informational texts.
- 1.25-Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.
- 1.26-With prompting and support, use textual evidence to explain the central message or moral of a literary text.

- 1.27-Make predictions using information found within a literary text.
- 1.29-Compare and contrast texts.
- 1.40-Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Common vowel team syllables		Remembering	A	
	With prompting and support, decode (read) words with common vowel team syllables, including <i>ai, ay, ee, ea, igh, ie, oa, ou, ow, au, aw, oe, oo, ew, oi, oy, and ue.</i>	Application	B	
Characters in a story. Settings in a story.		Remembering	A	
	Identify characters in a story. Identify the setting of a story.	Understanding	A	
	Describe the characters of a story using illustrations and textual evidence. Describe the setting of a story using illustrations and textual evidence.			
Main topic of literary and informational texts. Key details of literary and informational texts.		Understanding	A	
	Identify the main topic of literary and informational texts. Identify key details of literary and informational texts.	Remembering	A	

### KEY COMPONENTS

<b>LEARNING TARGETS</b> <ul style="list-style-type: none"> <li>● I can practice my spelling words.</li> <li>● I can read and write words with different vowel sounds.</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>● (1) embraced, splendor, warning, worthy</li> </ul>	<ul style="list-style-type: none"> <li>● (6) astonished, crammed, deeds, dodging, permission</li> </ul>
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<ul style="list-style-type: none"> <li>● I can spell and write Tricky words.</li> <li>● I can ask and answer questions about key details in the story.</li> <li>● I can explain that fictional stories come from the author’s imagination.</li> <li>● I can identify folktales as a type of fiction.</li> <li>● I can explain that stories have a beginning, middle, and end.</li> <li>● I can describe the characters, plot, and setting of different folktales.</li> <li>● I can explain that people from different lands tell similar stories.</li> </ul>	<ul style="list-style-type: none"> <li>● (2) cautiously, preferred, revived, scoured</li> <li>● (3) concerned, demanded, monstrous</li> <li>● (4) avoid, clever, commotion, scampered</li> <li>● (5) dwelling, extravagance, foreign, fragrant, scarcely</li> </ul>	<ul style="list-style-type: none"> <li>● (7) cherished, grateful, sly</li> <li>● (8) alarmed, cunning, latch, perplexed, strict</li> <li>● (9) curious, fright, intending, roam</li> </ul>
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<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>● How are stories from different cultures similar? How are they different?</li> <li>● What do folktales from different countries teach us about their cultures, religions, and beliefs?</li> <li>● How do folktales teach us lessons for our daily lives?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>● Identify orally what they know and have learned about other folktales and fictional stories.</li> </ul>
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<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>	

<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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**UNIT 4: Skills 4/ Knowledge 4: Early World Civilization**

**DURATION: 6/3 weeks**

**CONTENT STANDARDS**

**SKILLS PRIORITY STANDARDS**

- **1.7g-Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.**
- **1.15-Identify and explain adjectives as descriptive words and phrases in all forms of texts, including poems.**

**SKILLS SUPPORTING STANDARDS**

- R5-Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.
- 1.5-Locate a book’s title, table of contents, glossary, and the names of author(s) and illustrator(s). a. Explain the roles of author(s) and illustrator(s).
- 1.9-Read grade-appropriate texts with accuracy and fluency.
- 1.11-Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.
- 1.16-Use grade-appropriate academic vocabulary in speaking and writing.

**KNOWLEDGE PRIORITY STANDARDS**

- **1.24-Identify who is telling the story, using evidence from the text.**
- **1.21-Identify the main topic and key details of literary and informational texts.**

**KNOWLEDGE SUPPORTING STANDARDS**

- R4-Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.
- R3-Expand background knowledge and build vocabulary through discussion, reading, and writing
- 1.16-Use grade-appropriate academic vocabulary in speaking and writing.
- 1.17-Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Regularly spelled one-syllable words with vowel- <i>r</i> syllables.		Remembering		
	Decode (read) regularly spelled one-syllable words with vowel- <i>r</i> syllables	Application	B	
Adjectives are descriptive words or phrases that occur in all genres of text.		Understanding		

	Identify adjectives in all forms of texts, including poems. Explain the meaning of adjectives as descriptive words and phrases in all forms of text, including poems.	Application	A	
Who is telling a story can be identified from information in the text.		Understanding		
	Identify who is telling a story by using text evidence.	Application	A	

### KEY COMPONENTS

<p><b>LEARNING TARGETS (incremental learning target by week)</b></p> <ul style="list-style-type: none"> <li>• I can blend and segment one-syllable words.</li> <li>• I can read one-syllable words er, ar, or, ir, ur spellings</li> <li>• I can spell and write Tricky Words.</li> <li>• I can locate the area known as Mesopotamia on a world map or globe and identify it as a part of Asia.</li> <li>• I can explain the importance of the Tigris and Euphrates rivers and the use of canals to support farming.</li> <li>• I can describe the city of Babylon.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• (1) banks, canals, flow, reservoir, trade</li> <li>• (2) cuneiform, records, scribes, symbols, tablets</li> <li>• (3) gods/goddesses, priests, religion, temples, ziggurat</li> <li>• (4) caravan, chariots, merchant, platforms</li> <li>• (5) advantage, enriched, flooding</li> <li>• (6) accurately, hieroglyphics, hieroglyphs,</li> <li>• (7) blossom, depicted, lotus</li> <li>• (8) afterlife, architect, pharaoh, pyramid, treasure</li> </ul>	<ul style="list-style-type: none"> <li>• (9) sphinx, tugged, visible</li> <li>• (10) accomplishments, counselors, declare, tradition</li> <li>• (11) archaeologist, authority, passage, tombs, valuable</li> <li>• (12) priceless, sarcophagus, triumph</li> <li>• (13) Christianity, faithful, Islam, Judaism, shrine</li> <li>• (14) Hebrew, Jewish, prophet, rabbi, synagogue</li> <li>• (15) Christian, church, eternal, Messiah, miracle</li> <li>• (16) fast, mosque, Muslim, prayer</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>• How did early civilizations form?</li> <li>• What are the key components of a civilization?</li> <li>• How do civilizations evolve and change over time?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Identify orally what they know or have learned about Mesopotamia</li> </ul>	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES
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RTI	EXTENSION OPPORTUNITIES
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**CONTENT STANDARDS**

**SKILL PRIORITY STANDARDS**

- **1.7e-With prompting and support, decode words with the hard and soft sounds of c and g, in context and in isolation.**
- **1.12a-Identify possessives and plurals and use them as clues to the meaning of text.**
- **1.36-With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.**

**SKILL SUPPORTING STANDARDS**

- R2-Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- R4-Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively
- 1.8-Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.
- 1.10-Read high-frequency words commonly found in grade-appropriate text.
- 1.12-Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
- 1.18-Manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.
- 1.31-Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.
- 1.32-Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.
- 1.39-Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.
- 1.43-Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.

**KNOWLEDGE PRIORITY STANDARDS**

- **1.35-With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.**

**KNOWLEDGE SUPPORTING STANDARDS**

- 1.1-Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
- 1.3-Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.
- 1.33-Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

- 1.42-Participate in shared research and writing projects to answer a question or describe a topic.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
An opinion piece is focused on a topic and provides a reason for the opinion that was gathered from a source.		Understand		
An opinion piece should end with a sense of closure.				
	Write an opinion piece with at least one supporting reason.	Application		
	Use sources to find a supporting reason for an opinion.			
	End the writing piece by providing a sense of closure.			
Informative or explanatory texts provide facts about a topic that were gathered from a research source.		Understand		
Informative or explanatory writing should end with a sense of closure.				
	Write an informative or explanatory text about a topic.	Application		
	Use sources to find facts.			
	End the text by providing a sense of closure.			

### KEY COMPONENTS

<b>LEARNING TARGETS</b>	<b>KEY VOCABULARY</b>	
<ul style="list-style-type: none"> <li>• I can identify the plural form of nouns.</li> </ul>	<ul style="list-style-type: none"> <li>• (1) harvest, hurricane,</li> </ul>	<ul style="list-style-type: none"> <li>• (7) emperor, empire, palace,</li> </ul>



<ul style="list-style-type: none"> <li>● I can read and write words with spelling alternatives for ex /p &amp;pp/ sound.</li> <li>● I can write two -syllable words with a root word and an ending.</li> <li>● I can explain that a shift occurred from hunting and gathering to farming among early peoples.</li> <li>● I can compare and contrast hunter-gatherer societies and Mayan society.</li> <li>● I can explain the importance of extended family to the Maya.</li> <li>● I can identify the area in which the Maya lived.</li> <li>● I can explain that the Maya farmed.</li> </ul>	<p>maize, shore</p> <ul style="list-style-type: none"> <li>● (2) plain, temple, thrilled</li> <li>● (3) constructing, market, pyramid, tomb</li> <li>● (4) accurate, festivals, invented, observatories, telescopes</li> <li>● (5) awe, island, legend, scouts, valley</li> <li>● (6) abundance, dredged, float, stationary</li> </ul>	<p>retreat, wealth</p> <ul style="list-style-type: none"> <li>● (8) courteous, enormous, royalty</li> <li>● (9) collecting, possessions, villagers</li> <li>● (10) forbidden, gasping, honor</li> <li>● (11) archaeologist, existence, raging, ruins, trek</li> </ul>
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<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>● How did early civilizations develop in the Americas?</li> <li>● How were the Aztec, Mayan and Incan civilizations similar? How were they different?</li> <li>● How were these Early American civilizations affected by European exploration?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>● Native Americans <ul style="list-style-type: none"> <li>○ Explain that there are many tribes of Native Americans</li> <li>○ Identify the Lakota Sioux as a nomadic tribe</li> <li>○ Identify the Wampanoag as a settled tribe</li> </ul> </li> <li>● Kings and Queens <ul style="list-style-type: none"> <li>○ Describe what a king or queen does</li> <li>○ Describe appropriate dress and manners used in meeting and/or talking with kings and queens</li> <li>○ Explain that proper dress and manners in the presence of a member of the royal family are signs of respect for the importance of that person</li> <li>○ Describe kings as usually possessing gold and other treasures</li> </ul> </li> <li>● Columbus and the Pilgrims <ul style="list-style-type: none"> <li>○ Identify the continents of North America, South America, Europe, Africa, and Asia</li> <li>○ Describe the accomplishments of Christopher Columbus</li> </ul> </li> </ul>
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<p><b>FORMATIVE ASSESSMENT</b></p>	<p><b>SUMMATIVE ASSESSMENT</b></p>
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**ACTIVITIES & RESOURCES**

<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

**UNIT 6: Skills 6/ Knowledge 6: Astronomy**

**DURATION: 5/3 weeks**

**CONTENT STANDARDS**

**SKILLS PRIORITY STANDARDS**

- **1.7-Apply knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately both in isolation and within decodable, grade-appropriate texts.**
- **1.34-With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.**

**SKILLS SUPPORTING STANDARDS**

- R2-Use knowledge of phoneme-grapheme correspondences and word analysis skills to decode and encode words accurately.
- R5-Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.
- 1.4-Present information orally using complete sentences and appropriate volume.
- 1.8-Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.
- 1.12-Ask and answer questions about unfamiliar words and phrases in discussions and/or text.
- 1.16-Use grade-appropriate academic vocabulary in speaking and writing.
- 1.39-Improve writing, as needed, by planning, revising, and editing with guidance from peer editors, responding to their questions and suggestions.

**KNOWLEDGE PRIORITY STANDARDS**

- **1.36-With prompting and support, write an opinion piece about a topic, including at least one supporting reason from a source and providing a sense of closure.**

**KNOWLEDGE SUPPORTING STANDARDS**

- R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- 1.1-Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.
- 1.3-Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.
- 1.14-Sort and categorize groups of words or pictures based on meaning, and label each category.
- 1.40-Describe ideas, thoughts, and feelings, using adjectives, drawings, or other visual displays to clarify.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
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The hard sound of c is /k/. The soft sound of c is /s/. The hard sound of g is /g/. The soft sound of g is /j/.		Remembering		
	Decode (read) words with the hard and soft sounds of c and g, in context and in isolation.	Application	B	
Narrative text describes a story in a series of events.		Understand		
Events in a narrative are sequenced using transition words.				
Narrative writing should include relevant details.				
Narrative writing should end with a sense of closure.				
	Write a narrative that recounts two or more appropriately sequenced events.	Application		
	Use transition words in a narrative story.			
	Incorporate relevant details in a narrative story.			
	Provide a sense of closure when ending a narrative story.			
An opinion piece is focused on a topic and provides a reason for the opinion that was gathered from a source.		Understand		
An opinion piece should end with a sense of closure.				
	Write an opinion piece with at least one supporting reason.	Application		

	Use sources to find a supporting reason for an opinion.			
	End the writing piece by providing a sense of closure.			

**KEY COMPONENTS**

<p><b>LEARNING TARGETS</b></p> <ul style="list-style-type: none"> <li>• I can identify different spelling alternatives.</li> <li>• I can describe the elements of a personal narrative.</li> <li>• I can recognize the sun in the sky.</li> <li>• I can explain that the sun, moon, and stars are located in outer space.</li> <li>• I can explain that the sun is a source of energy, light, and heat.</li> <li>• I can classify the sun as a star.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• (1) atmosphere, gas, rays, shadow, surface</li> <li>• (2) gravity, horizon, orbit, planet, rotates</li> <li>• (3) debris, dusk, meteor, telescopes, universe</li> <li>• (4 )advances, ancient, celestial bodies, constellations, myths</li> <li>• (5) appearance, counterclockwise. craters, crescent, reflecting</li> </ul>	<ul style="list-style-type: none"> <li>• (6) astronaut, launch, rockets, spacecraft, technology</li> <li>• (7) determined, disaster, historic, missions, nervously, unique</li> <li>• (8) abundant, accomplish, inner, solar</li> <li>• (9) categorize, outer, probes, violent</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>• How does the shape of Earth affect everyday life?</li> <li>• What is the relationship between the sun and the planets?</li> <li>• Why do astronauts travel to outer space?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

**ACTIVITIES & RESOURCES**

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<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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<b>UNIT 7: Skills/ Knowledge 7: The History of Earth</b>	<b>DURATION: 5/3 weeks</b>
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**CONTENT STANDARDS**

<p><b>SKILLS PRIORITY STANDARDS</b></p> <ul style="list-style-type: none"> <li>● 1.32-Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.</li> </ul>	<p><b>SKILLS SUPPORTING STANDARDS</b></p> <ul style="list-style-type: none"> <li>● 1.9-Read grade-appropriate texts with accuracy and fluency.</li> </ul>
<p><b>KNOWLEDGE PRIORITY STANDARDS</b></p> <ul style="list-style-type: none"> <li>● 1.17-Use content knowledge built during read-alouds of informational and literary texts by participating in content-specific discussions with peers and/or through drawing and writing.</li> <li>● 1.33-Actively participate in shared writing experiences to compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.</li> </ul>	<p><b>KNOWLEDGE SUPPORTING STANDARDS</b></p> <ul style="list-style-type: none"> <li>● R3-Expand background knowledge and build vocabulary through discussion, reading, and writing.</li> <li>● R4-Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively.</li> <li>● 1.1-Engage in collaborative discussions about topics and texts with peers and adults in small and large groups, utilizing agreed-upon rules.</li> <li>● 1.13-Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</li> <li>● 1.19-Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</li> </ul>

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The rules of standard English grammar, punctuation, capitalization, and spelling appropriate to the first grade level.		Understand		
	Use proper grammar, punctuation, capitalization, and spelling by following the rules of standard English.	Application		

**KEY COMPONENTS**

<p><b>LEARNING TARGETS</b></p> <ul style="list-style-type: none"> <li>● I can practice my new spelling words.</li> <li>● I can read words with different vowel spelling alternatives.</li> <li>● I can use conjunctions and commas and noun-verb agreement in sentences.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>● (1) equator, geologist, geology, pressure, surface</li> <li>● (2) core, crust,</li> </ul>	<ul style="list-style-type: none"> <li>● (5) characteristics, gemstones, minerals, traces</li> <li>● (6) artifacts, igneous, metamorphic, sedimentary</li> </ul>
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<ul style="list-style-type: none"> <li>● I can read phrases with different spellings.</li> <li>● I can identify geographical features of the earth’s surface: oceans and continents.</li> <li>● I can locate the North Pole, the South Pole, and the equator on a globe.</li> <li>● I can describe the shape of the earth.</li> <li>● I can explain that much of our knowledge of the earth and its history is the result of the work of many scientists.</li> </ul>	<ul style="list-style-type: none"> <li>● eroded, layer, mantle</li> <li>● (3) disasters, liquid, molten, solid, volcano</li> <li>● (4) destructive, eruption, geysers, lava, magma</li> </ul>	<ul style="list-style-type: none"> <li>● sediments</li> <li>● (7) fossil, impression, paleontologist, preserved</li> <li>● (8) debris, excavating, extinct, fossilized, meteor, meteorite</li> </ul>
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<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>● How do scientists study the Earth?</li> <li>● How do we categorize rocks?</li> <li>● How are these rocks formed?</li> <li>● How do fossils teach us about the history of the Earth?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>● Plants <ul style="list-style-type: none"> <li>○ Explain that there are many different kinds and sizes of plants</li> <li>○ Explain that different kinds of plants grow in different environments</li> <li>○ Describe what plants need to live and grow: food, water, air, and sunlight</li> <li>○ Identify the root, stem, branch, leaf, flower, fruit, and seed of a plant</li> </ul> </li> <li>● Taking Care of the Earth <ul style="list-style-type: none"> <li>○ Explain that Earth is composed of natural resources (land, water, and air) and that humans, plants, and animals depend on Earth’s natural resources to live</li> <li>○ Identify examples of land, water, and air from their own environments</li> <li>○ Explain that natural resources are things found in nature that are valuable and of great importance to people</li> <li>○ Identify key natural resources and describe how people use them</li> </ul> </li> </ul>
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<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

**ACTIVITIES & RESOURCES**



<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

**UNIT 8: Knowledge 8: Animals and Habitats**

**DURATION: 0/3 weeks**

**CONTENT STANDARDS**

**SKILL PRIORITY STANDARDS**

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**SKILL SUPPORTING STANDARDS**

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**KNOWLEDGE PRIORITY STANDARDS**

- **1.29-Compare and contrast texts.**
- **1.42-Participate in shared research and writing projects to answer a question or describe a topic.**

**KNOWLEDGE SUPPORTING STANDARDS**

- 1.R1-Utilize active listening skills during discussion and conversation in pairs, small groups, or whole-class settings, following agreed-upon rules for participation.
- 1.4-Present information orally using complete sentences and appropriate volume.
- 1.14-Sort and categorize groups of words or pictures based on meaning, and label each category.
- 1.16-Use grade-appropriate academic vocabulary in speaking and writing

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Techniques to compare (similarities) and contrast (differences) two texts.		Remember		
	Identify the similarities and differences in the text.	Application		
Research and writing projects can answer a question or describe a topic		Understand		
	Participate in shared research and writing projects.	Application		
	Answer questions about a topic in writing.			
	Describe a topic in writing.			

## KEY COMPONENTS

### LEARNING TARGETS

- I can explain what a habitat is.
- I can explain why living things live in habitats to which they are particularly suited.
- I can identify characteristics of an Arctic tundra habitat and how animals adapt.
- I can identify characteristics of an Arctic Ocean habitat and how the animals adapt.
- I can identify characteristics of a desert habitat and how animals adapt.
- I can identify characteristics of the grassland habitat and how animals adapt.
- I can identify characteristics of the temperate deciduous forest habitat and how animals adapt.
- I can identify characteristics of the tropical rainforest habitat and how animals adapt.
- I can identify characteristics of the freshwater habitat.
- I can explain that salt water covers most of the earth and is found in oceans.
- I can describe the landscape of the ocean floor.
- I can explain why and how habitat destruction can cause extinction.
- I can explain why the bald eagle is no longer an endangered species.

### KEY VOCABULARY

- (1) habitat, shelter, survive
- (2) adapted, blubber, burrow, exposed, tundra
- (3) camouflage, carnivore, herbivores, omnivore, scavengers
- (4) coexist, hardy, predators, prey
- (5) climate, species, store
- (6) canopy, colonies, humid, stalk
- (7) amphibious, float, freshwater, gills, waterproof, temperate, territory
- (8) plankton, regeneration, shallow, slopes, valleys
- (9) destroy, endanger, endangered, species, extinction

### ESSENTIAL QUESTION(S)

- What are the characteristics of habitats?
- How do animals survive in their habitats?
- Why can habitat destruction cause the extinction of species?

### PRIOR KNOWLEDGE

- Plants
  - Explain that there are many different kinds and sizes of plants
  - Explain that different kinds of plants grow in different environments
  - Explain that plants are living things
  - Describe what plants need to live and grow: food, water, air, and sunlight
  - Identify the root, stem, leaf, flower, and seed of a plant
  - Explain that roots anchor the plant and take in water and nutrients
  - Explain that stems support the plant and carry water and nutrients to the various parts of the plant
  - Explain that the plant makes its food in the leaves

- Explain the basic life cycle of plants
- Compare and contrast deciduous and evergreen plants
- **Farms**
  - Identify needs of farm animals: food, water, and space to live and grow
  - Match pictures and/or names of farm animal babies to their adult parents
  - Describe how farm animal babies need to be fed and cared for by their parents or people
- **Seasons and Weather**
  - Name the four seasons in cyclical order, as experienced in the United States, and correctly name a few characteristics of each season
  - Characterize winter as generally the coldest season, summer as generally the warmest season, and spring and autumn as more temperate, transitional seasons
  - Describe any unique seasonal differences that are characteristic of their own locality (change of color and dropping of leaves in autumn; snow or ice in winter; increased rain and/or flooding in spring; etc.)
  - Describe daily weather conditions of their own locality in terms of temperature (hot, warm, cool, cold); cloud cover (sunny, cloudy); and precipitation (rain, snow, or sleet)
  - Characterize the North and South Poles as always cold in temperature, the middle section of the earth as usually warm, and the United States as having four seasons
- **Taking Care of the Earth**
  - Explain that Earth is composed of land, water, and air
  - Identify examples of land, water, and air from their own environments
  - Understand that humans, plants, and animals depend on Earth's land, water, and air to live
  - Explain that humans generate large amounts of garbage, which must be disposed of
  - Sequence what happens to garbage from its creation to being dumped in the landfill
  - Explain that natural resources are things found in nature that are valuable and of great importance to people
  - Recognize the phrase "Reduce, reuse, recycle!" and explain how doing these three things can help conserve natural resources
  - Explain that land, air, and water all suffer from different types of pollution, and most types of pollution are caused

	<b>by human activities</b>
<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
<b>ACTIVITIES &amp; RESOURCES</b>	
<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

<b>UNIT 9: Knowledge 9: Fairy Tales</b>	<b>DURATION: 0/3 weeks</b>
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**CONTENT STANDARDS**

<b>SKILL PRIORITY STANDARDS</b> ●	<b>SKILL SUPPORTING STANDARDS</b> ●
<b>KNOWLEDGE PRIORITY STANDARDS</b> <ul style="list-style-type: none"> <li>● 1.19-Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.</li> <li>● 1.22-Ask and answer questions about key details in literary and informational texts.</li> <li>● 1.23-Identify and describe the main story elements in a literary text.</li> <li>● 1.25-Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.</li> </ul>	<b>KNOWLEDGE SUPPORTING STANDARDS</b> <ul style="list-style-type: none"> <li>● R3-Expand background knowledge and build vocabulary through discussion, reading, and writing.</li> <li>● 1.2-Actively participate in shared reading experiences and collaborative discussions to build background knowledge and learn how oral reading should sound.</li> <li>● 1.27-Make predictions using information found within a literary text.</li> <li>● 1.34-With prompting and support, write a narrative that recounts two or more appropriately sequenced events using transitions, incorporating relevant details, and providing a sense of closure.</li> </ul>

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
The features of common types of texts.				
	Identify common types of texts and their features, including literary, informational, fairy tale, and poetry.			
There are connections between individuals, events, ideas, or pieces of information in literary text.				
Literary text can have structure, such as cause and effect, sequence, and problem and solution.				
	Identify and describe connections between individuals, events, ideas, or pieces of information in literary text.			

	Identify the cause and effect of an event in a literary text.			
	Identify the problem and the given solution in a literary text.			
	Summarize a story in sequence.			

**KEY COMPONENTS**

<p><b>LEARNING TARGETS</b></p> <ul style="list-style-type: none"> <li>• I can demonstrate familiarity with the fairy tale “Sleeping Beauty.”</li> <li>• I can identify the fairy tale elements of “Sleeping Beauty.”</li> <li>• I can identify fairy tales as a type of fiction.</li> <li>• I can identify common characteristics of fairy tales, such as “once upon a time” beginnings, royal characters, elements of fantasy, problems and solutions, and happy endings.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• (1) enchanted, prick, spell, virtue, wisdom</li> <li>• (2) boasting, claim, clever, pity, succeed</li> <li>• (3) delight, longed, merciful, rage</li> <li>• (4) court, glee, retrieved, wailed, well</li> <li>• (5) contented, disgusting, glared, scold</li> </ul>	<ul style="list-style-type: none"> <li>• (6) comforted, glittered, shocked</li> <li>• (7) cackled, creep, heaving, perched, wicked</li> <li>• (8) attic, fierce, precious, tremble, wringing</li> <li>• (9) barked, bellowing, bounding, gulped, rudely</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>• What is a fairy tale? How were fairy tales influenced by oral traditions?</li> <li>• What does it mean to “live happily ever after”?</li> <li>• How can lessons learned from fairy tales help us in everyday life?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Nursery Rhymes and Fables <ul style="list-style-type: none"> <li>○ Describe the characters and events in nursery rhymes and fables</li> </ul> </li> <li>• Stories <ul style="list-style-type: none"> <li>○ Explain that fiction can be in many different forms, including folktales, trickster tales, and tall tales</li> <li>○ Identify the setting of a given story</li> <li>○ Identify the characters of a given story</li> <li>○ Identify the plot of a given story</li> </ul> </li> <li>• Kings and Queens <ul style="list-style-type: none"> <li>○ Describe a royal family</li> <li>○ Discuss the lessons in “Cinderella” and “Snow White and the Seven Dwarfs” that show that goodness prevails and is rewarded</li> </ul> </li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
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**ACTIVITIES & RESOURCES**

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<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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<b>UNIT 10: Knowledge 10: A New Nation: American Independence</b>	<b>DURATION: 0/3 weeks</b>
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**CONTENT STANDARDS**

<b>SKILL PRIORITY STANDARDS</b> •	<b>SKILL SUPPORTING STANDARDS</b> •
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<p><b>KNOWLEDGE PRIORITY STANDARDS</b></p> <ul style="list-style-type: none"> <li>• 1.21-Identify the main topic and key details of literary and informational texts.</li> <li>• 1.25-Describe connections between two individuals, events, ideas, or pieces of information, including cause and effect, sequence, and problem and solution, in a literary text.</li> <li>• 1.35-With prompting and support, write an informative or explanatory text about a topic, using facts from a source and providing a sense of closure.</li> </ul>	<p><b>KNOWLEDGE SUPPORTING STANDARDS</b></p> <ul style="list-style-type: none"> <li>• R3-Expand background knowledge and build vocabulary through discussion, reading, and writing.</li> <li>• 1.3-Ask and answer questions to seek help, get information, or clarify information to confirm understanding in response to information presented in audible, text, or digital format.</li> <li>• 1.11-Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge.</li> <li>• 1.13-Use information found within the text to determine the meaning of an unfamiliar or multiple-meaning word or phrase.</li> </ul>
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<b>KNOWLEDGE (students need to know):</b>	<b>SKILLS (students need to be able to do):</b>	<b>BLOOM'S TAXONOMY</b>	<b>QUAD</b>	<b>ACT</b>
Informative or explanatory texts provide facts about a topic that were gathered from a research source.		Remember		



Informative or explanatory writing should end with a sense of closure.				
	Write an informative or explanatory text about a topic.	Application		
	Informative or explanatory writing should end with a sense of closure.			
	End the text by providing a sense of closure.			

### KEY COMPONENTS

<p><b>LEARNING TARGETS</b></p> <ul style="list-style-type: none"> <li>• I can identify the early English settlements on Roanoke Island and at Jamestown as colonies that were established before the Pilgrims landed at Plymouth Rock.</li> <li>• I can explain that the first Africans in the English colonies came to Jamestown as indentured servants, not slaves.</li> <li>• I can locate the thirteen original colonies.</li> <li>• I can describe how the thirteen colonies in America evolved from dependence on Great Britain to independence as a nation.</li> </ul>	<p><b>KEY VOCABULARY</b></p> <ul style="list-style-type: none"> <li>• (1) colony, founded, freedoms, government, settlements</li> <li>• (2) goods, harbor, representatives, revolted, taxes</li> <li>• (3) militia, obeyed, signal, spies, volunteers</li> <li>• (4) approved, commander in chief, declaration, independent</li> <li>• (5) alternating, patriotism, represent, seamstress</li> <li>• (6) army, daring, defeat, struggled</li> </ul>	<ul style="list-style-type: none"> <li>• (7) confident, surrendering, wilderness</li> <li>• (8) capital, permanent, president, united</li> <li>• (9) almanac, apprentice, invention</li> <li>• (10) anniversary, architecture, domed, university</li> <li>• (11) equally, justice, liberty</li> <li>• (12) seal, symbols</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>• Why did the colonists rebel against their government?</li> <li>• How did the colonies move from dependence on Great Britain to independence as a new nation?</li> <li>• How did women, African Americans and Native Americans contribute to the revolution?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• Native Americans <ul style="list-style-type: none"> <li>○ Explain that there are many tribes of Native Americans</li> <li>○ Identify the environment in which the Lakota Sioux lived</li> <li>○ Identify the Lakota Sioux as a nomadic tribe</li> <li>○ Describe the food, clothing, and shelter of the Lakota Sioux</li> <li>○ Explain the importance of the buffalo to the Lakota Sioux</li> <li>○ Identify the environment in which the Wampanoag lived</li> <li>○ Understand how the Wampanoag tribe lived</li> <li>○ Identify the Wampanoag as a settled tribe</li> <li>○ Describe the food, clothing, and shelter of the</li> </ul> </li> </ul>	

### **Wampanoag**

- Identify the environment in which the Lenape lived
- Understand how the Lenape tribe lived
- Explain that Native Americans still live in the United States today
- Recall that Native Americans were the first inhabitants of North America and that there were many tribes of Native Americans
- **Columbus and the Pilgrims**
  - Identify the continents of North America, South America, Europe, Africa, and Asia
  - Explain why Europeans wanted to travel to Asia
  - Describe the accomplishments of Christopher Columbus
  - Recall the year of Columbus's first voyage to America: 1492
  - Explain why Columbus called the land "India" and the inhabitants "Indians"
  - Explain why Europeans eventually thought Columbus had discovered a "New World"
  - Identify reasons why the Pilgrims left England
  - Describe the Pilgrims' voyage on the Mayflower
  - Explain the significance of Plymouth Rock
  - Describe the Pilgrims' first year in America
  - Describe the first Thanksgiving Day celebration
- **Colonial Towns and Townspeople**
  - Describe some features of colonial towns, such as a town square, shops, and adjacent buildings
- **Presidents and American Symbols**
  - Describe George Washington as a general who fought for American independence
  - Recognize that General Washington led his army to victory even though it was smaller than the British army
  - Recognize George Washington as the first president of the United States
  - Describe the differences between a president and a king
  - Identify the American flag
  - Recognize Thomas Jefferson as the third president of the United States
  - Identify Thomas Jefferson as the primary author of the
- **Declaration of Independence**
  - Describe the purpose of the Declaration of Independence as a statement of America's liberty

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT

ACTIVITIES & RESOURCES
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RTI	EXTENSION OPPORTUNITIES
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<b>UNIT 11: [Unit Name]</b>	<b>DURATION: 0/3 weeks</b>
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**CONTENT STANDARDS**

<b>SKILL PRIORITY STANDARDS</b> •	<b>SKILL SUPPORTING STANDARDS</b> •
<b>KNOWLEDGE PRIORITY STANDARDS</b> • <b>1.22-Ask and answer questions about key details in literary and informational texts.</b>	<b>KNOWLEDGE SUPPORTING STANDARDS</b> • R4-Use digital and electronic tools appropriately, safely, and ethically for research and writing, both individually and collaboratively. • 1.11-Utilize new academic, content-specific, grade-level vocabulary, make connections to previously learned words, and relate new words to background knowledge • 1.42-Participate in shared research and writing projects to answer a question or describe a topic. • 1.43-Use a variety of digital tools to produce and publish writing with guidance and support from adults, working both individually and in collaboration with peers.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Key details are present in literary and informational text.		Understand		
	Ask questions about key details in a literary and informational text.	Application		
	Answer questions about key details in a literary and informational text.			

**KEY COMPONENTS**

<b>LEARNING TARGETS</b> • I can locate the Appalachian Mountains on a map. • I can recall basic facts about Daniel Boone. • I can locate the Mississippi River on a map. • I can locate the Rocky Mountains on a map. • I can explain what Thomas Jefferson wanted to buy the city of	<b>KEY VOCABULARY</b> • (1) barrier, claimed, frontier, settlements, woodsmen • (2) passes, pioneers, trailblazer, wilderness • (3) loyal, mouth	• (7) guided, honored, prairie • (8) permanent, plunged, protection, translate • (9) overturned, record
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<p><b>New Orleans.</b></p> <ul style="list-style-type: none"> <li>● I can identify and locate the Louisiana Territory on a map.</li> <li>● I can explain the importance of the Louisiana Territory and the Louisiana Purchase.</li> <li>● I can explain why Lewis and Clark went on their expedition.</li> <li>● I can explain events that happened during Lewis and Clark’s expedition.</li> </ul>	<ul style="list-style-type: none"> <li>● (4) purchase, territory</li> <li>● (5) brave</li> <li>● (6) communicate, corps, diary, expedition</li> </ul>	<ul style="list-style-type: none"> <li>● (10) confidently, dull, waterfall</li> <li>● (11) canyons, communities, contentment, current</li> </ul>
<p><b>ESSENTIAL QUESTION(S)</b></p> <ul style="list-style-type: none"> <li>● Why did people explore the frontier?</li> <li>● How did the Louisiana Purchase impact the development of the United States?</li> <li>● How did frontier exploration impact Native Americans?</li> </ul>	<p><b>PRIOR KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>● <b>Native Americans</b> <ul style="list-style-type: none"> <li>○ Recall that Native Americans were the first inhabitants of North America</li> <li>○ Explain that there are many tribes of Native Americans</li> <li>○ Identify the environment in which the Sioux lived</li> <li>○ Identify the Sioux as a nomadic tribe</li> <li>○ Describe the food, clothing, and shelter of the Sioux</li> <li>○ Explain the importance of the buffalo to the Sioux</li> <li>○ Identify the environment in which the Wampanoag lived</li> <li>○ Explain how the Wampanoag tribe lived</li> <li>○ Identify the Wampanoag as a settled tribe</li> <li>○ Describe the food, clothing, and shelter of the Wampanoag</li> <li>○ Explain that Native Americans still live in the United States today</li> </ul> </li> <li>● <b>Kings and Queens</b> <ul style="list-style-type: none"> <li>○ Describe what a king or queen does</li> </ul> </li> <li>● <b>Columbus and Pilgrims</b> <ul style="list-style-type: none"> <li>○ Identify the continents of North America, South America, Europe, Africa, and Asia</li> <li>○ Explain why Europeans wanted to travel to Asia</li> <li>○ Describe the accomplishments of Christopher Columbus</li> <li>○ Recall the year of Columbus’s first voyage to America: 1492</li> <li>○ Explain why Columbus called the land “India” and the inhabitants “Indians”</li> <li>○ Explain why Europeans eventually thought Columbus had discovered a “New World”</li> </ul> </li> <li>● <b>Pilgrims</b> <ul style="list-style-type: none"> <li>○ Identify reasons why the Pilgrims left England</li> <li>○ Describe the Pilgrims’ voyage on the Mayflower</li> <li>○ Explain the significance of Plymouth Rock</li> <li>○ Describe the Pilgrims’ first year in America</li> <li>○ Describe the first Thanksgiving Day celebration</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>● <b>Colonial Towns and Townspeople</b> <ul style="list-style-type: none"> <li>○ Describe some features of colonial towns, such as a town square, shops, and adjacent buildings</li> </ul> </li> <li>● <b>Presidents and American Symbols</b> <ul style="list-style-type: none"> <li>○ Describe the differences between a president and a king</li> <li>○ Recognize Thomas Jefferson as the third president of the United States</li> <li>○ Identify Thomas Jefferson as the primary author of the Declaration of Independence</li> <li>○ Describe the purpose of the Declaration of Independence as a statement of America's liberty</li> </ul> </li> </ul>

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>

<b>ACTIVITIES &amp; RESOURCES</b>	
<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>

**Recurring Standards**

*These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.*

<b>Knowledge - Students need to know...</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Skills - Students need to be able to do...</b> <ul style="list-style-type: none"> <li>•</li> </ul>	
<b>Learning Targets</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Bloom's Taxonomy:</b>	<b>Quad:</b>
<ul style="list-style-type: none"> <li>•</li> </ul>		