KNOWLEDGE PROJECTION MAP

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FIRST 2026-2027

Unit PACING GUIDES	Knowledge 1 Knowledge 1 Scope & Sequence Curriculum Map	Knowledge 2 Knowledge 2 Scope & Sequence Curriculum Map	Knowledge 3 Knowledge 3 Scope & Sequence Curriculum Map	Knowledge 4 Knowledge 4 Scope & Sequence Curriculum Map	Knowledge 5 Knowledge 5 Scope & Sequence Curriculum Map	Knowledge 6 Knowledge 6 Scope & Sequence Curriculum Map	Knowledge 7 Knowledge 7 Scope & Sequence Curriculum Map	Knowledge 8 Knowledge 8 Scope & Sequence Curriculum Map	Knowledge 9 Knowledge 9 Scope & Sequence Curriculum Map	Knowledge 10 Knowledge 10 Scope & Sequence Curriculum Map
Theme **Text List**	**The Moral of the Story: Fables and Tales**	**From Nose to Toes: How Your Body Works**	**Common Threads: Different Lands, Similar Stories**	**Reach for the Stars: Astronomy**	**Charting the World: Geography**	**A World of Homes: Animals and Habitats**	**A New Nation: American Independence**	**Our Planet: The History of the Earth**	**Early Americas: Maya, Aztec, and Inca**	**Adventures Stories: Tales from the Edge**
Overall Learning Objectives *All demonstrate understanding of key vocabulary	• Deepen comprehension of stories by using the "Somebody Wanted But So Then" strategy • Identify a purpose for listening • Understand the meaning of certain sayings and phrases • Begin to explore the genre of narrative writing	• Describe the human body as a network of systems • Identify and distinguish between the five systems of the human body • Explain the effects of germs and the importance of vaccines • Describe ways to stay healthy • Identify the food groups in a well-balanced diet • Identify the elements of a narrative • Use a graphic organizer to plan and draft writing • Plan, draft, and revise a group narrative about solving a problem	• Identify a purpose for listening • Make text-to-text connections • Retell stories using domain-specific vocabulary and correct sequencing • Compare and contrast diverse fairy tales and folktales • Plan, draft, and revise a narrative retelling of a fairy tale	• Identify Earth, the sun, the moon, other planets, and stars • Describe how Earth moves • Explain what causes day and night • Identify major constellations and discoveries by astronomers • Distinguish between inner and outer planets in the solar system • Explore parts of an opinion paragraph by stating an opinion and supplying reasons to support it • Write an opinion paragraph	• Compare and contrast the characteristics of globes, maps, and atlases • Use cardinal directions to locate and label various places on a map • Describe time zones and how the relationship between the sun and the earth affects the seasons • Locate and label major landforms using a legend on a world map • Understand that some countries are organized into states and provinces • Identify geographical characteristics of urban, rural, and suburban areas in the United States • Locate and label urban, rural, and suburban areas on a map • Identify major cities on a world	• Set a purpose for listening • Identify important information in a text • Recognize that all living things have adapted to live in habitats to which they are particularly suited • Understand that each habitat has distinct characteristics • Explain that habitat destruction can lead to extinction • Generate informational writing by collecting and synthesizing information, then recording it in a journal and graphic organizers	•Set a purpose for listening • Deepen comprehension by using the Somebody Wanted But So Then strategy • Identify important information and sequence events from a text • Practice using action verbs in the past and present tense • Explore how action verbs and adjectives have shades of meaning • Write captions for pictures of important people and places connected to the story of how the thirteen colonies became an independent nation • Engage in informational writing by collecting and synthesizing	• Set a purpose for listening • Identify important information in a text • Use a Venn diagram to compare and contrast volcanoes and geysers • Record information from the Read-Alouds using a graphic organizer • Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter	• Set a purpose for listening • Identify important information in a text • Use a timeline to make connections and sequence information to deepen comprehension • Collect, synthesize, and record information from the text in charts • Identify and use object pronouns • Summarize information by writing phrases and sentences • Identify the parts of a letter • Analyze opinion writing and write an opinion paragraph	• Identify a purpose for listening • Deepen comprehension through the use of Venn diagrams • Recognize important information in a text • Identify the characteristics of an adventure story • Use the research process to collect and synthesize information, and record ideas in a graphic organizer • Write an informative paragraph

					map • Write an opinion statement about the type of community (urban, suburban, or rural) that students would prefer to live • Create a map, and write an opinion text about a favorite place in students' neighborhood		information to plan and draft an informative paragraph			
Anchor Text	The Moral of the Story: Fables and Tales (Read-Aloud)	From Nose to Toes: How Your Body Works (Read-Aloud)	Common Threads: Different Lands, Similar Stories (Read-Aloud)	Reach for the Stars: Astronomy (Read-Aloud)	Charting the World: Geography (Read-Aloud)	A World of Homes: Animals and Habitats (Read-Aloud)	A New Nation: American Independence (Read-Aloud)	Our Planet: The History of the Earth (Read-Aloud)	Early Americas: Maya, Aztec, and Inca (Read-Aloud)	Adventure Stories: Tales from the Edge (Read-Aloud), Trade Books
Days Lessons **Suggested Pacing Guides:** Unit Block Pacing Day-By-Day Pacing	16 days (10 lessons)	16 days (10 lessons)	16 days (10 lessons)	16 days (10 lessons)	16 days (10 lessons)	16 days (10 lessons)	16 days (12 lessons)	16 days (10 lessons)	16 days (11 lessons)	16 days (15 lessons)
Reading **RF** **RL** **RI** TTSD Priority Standard **Assessed Standard*	*RL.I.1 *RL.I.2 *RL.I.3 RL.I.4 RL.I.7 RL.I.9	*RI.I.1 RI.I.2 *RI.I.3 RI.I.4	*RL.I.2 *RL.I.3 RL.I.5 *RL.I.9	RL.I.4 RL.I.5 RI.I.1 *RI.I.2 RI.I.3 RI.I.4 RI.I.7 RI.I.8 *RI.I.9	*RI.I.1 RI.I.2 RI.I.3 RI.I.7 *RI.I.9	*RI.I.2 RI.I.3 RI.I.4 RI.I.7 RI.I.8 RI.I.9	RL.I.2 *RI.I.1 *RI.I.2 RI.I.3 *RI.I.6 RI.I.10	RI.I.2 *RI.I.3 *RI.I.4 *RI.I.5 *RI.I.7	RL.I.3 RL.I.6 RL.I.7 RI.I.1 *RI.I.2 RI.I.3 RI.I.7 RI.I.8 RI.I.9 RI.I.10	*RL.I.1 RL.I.2 *RL.I.3 *RL.I.4 RL.I.5 *RL.I.7 RL.I.9 RF.I.1
Writing TTSD Priority Standard **Assessed Standard*	W.I.5 *W.I.7 *W.I.8	*W.I.3 *W.I.5 *W.I.7 *W.I.8	*W.I.3 W.I.6 W.I.8	*W.I.1 *W.I.2 *W.I.5 *W.I.6 *W.I.8	*W.I.1 *W.I.2 *W.I.5 *W.I.8 *W.I.9	W.I.1 *W.I.2 *W.I.5 *W.I.8	*W.I.2 *W.I.7 *W.I.8	*W.I.2 W.I.5 *W.I.8	*W.I.1 *W.I.2 *W.I.5 *W.I.6 *W.I.8	*W.I.2 *W.I.5 *W.I.7 *W.I.8
Speaking and Listening TTSD Priority Standard **Assessed Standard*	SL.I.1 SL.I.1a SL.I.2 SL.I.5 SL.I.6	SL.I.1 SL.I.1a SL.I.2 SL.I.6	SL.I.1 SL.I.2 SL.I.4 SL.I.6	SL.I.1 SL.I.1b SL.I.2 SL.I.4 SL.I.6	SL.I.1 SL.I.2 SL.I.3 SL.I.4	SL.I.1 SL.I.1c SL.I.2 SL.I.3 *SL.I.4 SL.I.6	SL.I.1 SL.I.1c SL.I.2 *SL.I.4 SL.I.6	SL.I.1 SL.I.1a SI.I.2 SL.I.4 *SL.I.5 SL.I.6	SL.I.1 SL.I.1c SI.I.2 SL.I.4	*SL.I.1 *SL.I.4

Language TTSD Priority Standard *Assessed Standard	***L.I.I** ***L.I.Ih** **L.I.5** **L.I.5c** **L.I.6**	**L.I.4b** **L.I.5c**	**L.I.Ih** **L.I.4b** **L.II5c**	**L.I.4** **L.I.4b** **L.I.5** **L.I.5a** **L.I.5b** **L.I.5c** **L.I.5d**	**L.I.4**	**L.I.I** **L.I.Ig** **L.I.Ih** **L.I.4** **L.I.4a** **L.I.5a** **L.I.5b** **L.I.5c** **L.I.5d** **L.I.6**	**L.I.I** **L.I.Ie** **L.I.4** **L.I.4a** **L.I.5** **L.I.5a** **L.I.5c** **L.I.5d**	**L.I.5a** **L.I.5c** **L.I.6**	**L.I.I** **L.I.Id** **L.I.4** **L.I.5** **L.I.5a** **L.I.5b** **L.I.5c** **L.I.5d**	***L.I.I** ***L.I.Ig** **L.I.Ii** **L.I.Ij** **L.I.2**
Core Vocabulary (words associated with Word Work activity) Vocabulary Slide Decks	tended, balanced, delight, comfort, pretend, bunch, waste, advice, naughty, quarreling	systems, support, voluntary, digestion, heart, nerves, diseases, healthy, nutrients, complicated	worthy, cautiously, monstrous, commotion, scarcely, deeds, cherished, cunning, fright	gas, rotates, dusk, dawn, ancient, clockwise, counterclockwise, launch, determined, abundant, categorize, inner, outer,	gathered, hint, revolves obstacles, influence, crowded, sparse, settles, produces, landmark	shelter, adapted, camouflage, hardy, store, canopy, float, shallow, destroy	settlements, goods, volunteers, independent, alternating, struggled, confident, president, almanac, anniversary, equally, symbols	surface, layer, solid, destructive, characteristics, sediments, preserved, extinct	harvest, thrilled, constructing, accurate, awe, stationary, emperor, empire, enormous, possessions, forbidden, trek	persisted, imagine, extinguish, persevere, encourage, plunged, waterproof, inuit, daunting, adapt

SKILLS PROJECTION MAP

FIRST 2025-2026

Unit ENHANCED SLIDE DECKS	Skill 1 Skills 1 Curriculum Map	Skill 2 Skills 2 Curriculum Map	Skill 3 Skills 3 Curriculum Map	Skill 4 Skills 4 Curriculum Map	Skill 5 Skills 5 Curriculum Map	Skill 6 Skills 6 Curriculum Map	Skill 7 Skills 7 Curriculum Map
Overall Learning Objectives	• Identify five short vowel sounds and twenty-five consonant/consonant digraph sounds • Spell words with double-letter spellings • Identify Tricky Spellings: 'th'>/th/, /th/, 's' pronounced /s/ or /z/ • Decode and spell consonant digraphs: 'ch', 'sh', 'th', 'ng' • Identify Tricky Words from the CKLA Kindergarten curriculum • Read stories in the decodable Reader • Answer story questions	• Read and write long vowel sounds, including separated vowel digraphs (e.g., CVCe words) • Identify and use common and proper nouns • Identify and spell Tricky Words: he, she, be, me, we, they, their, my, by, you, your • Spell dictated words	• Read and write words with vowel sounds: /oo/, /oo/, /ou/, /oi/, /aw/ • Distinguish between similar vowel sounds: /ue/, /oo/, /oo/, /u/ • Identify and spell Tricky Words: should, could, would, down, because • Spell grade-level words correctly during weekly spelling tests • Identify and use verbs and verb tenses • Use the writing process to compose a narrative	• Read and write words with /r/-controlled vowels • Review long vowel spellings, including digraphs • Identify and use contractions • Spell grade-level words correctly • Divide multisyllabic words into parts • Read and spell Tricky Words: today, yesterday, tomorrow • Read and write past tense verbs ending in —ed • Compose descriptive writing pieces	• Segment and blend two-syllable words • Read and write spelling alternatives for /ch/, /j/, /v/, and /r/ • Review single- and double-letter consonants • Form plural nouns by adding —s and —es • Write words with suffixes —ed and —ing • Spell grade-level words correctly • Identify and write different sentence types • Use the writing process to compose a letter expressing an opinion	• Segment and blend two-syllable words • Read and write spelling alternatives for /s/, /n/, /ng/, and /w/ • Spell grade-level words correctly • Use past, present, and future verb tenses • Build phrases and expand sentences using adjectives • Match pronouns to their antecedents • Use the writing process to compose a personal narrative	• Segment and blend two-syllable words • Read and write spelling alternatives for /ae/ and /oe/ • Spell grade-level words correctly • Identify and use plural nouns • Identify and use correct noun-verb agreement • Write sentences using conjunctions • Use the writing process to compose instructional writing
Anchor Text	**Snap Shots**	**Gran**	**Fables**	**The Green Fern Zoo**	**Kate's Book**	**Grace**	**Kay and Martez**
Lessons **Suggested Pacing Guides:** Unit Block Pacing Day-By-Day Pacing	**32 lessons**	**19 Lessons**	**19 Lessons**	**28 Lessons**	**22 Lessons**	**25 Lessons**	**21 Lessons**
Reading RF RL RI TTSD Priority Standard **Assessed Standard*	*RL.1.1 *RL.1.2 RL.1.6 *RL.1.7 RL.1.10 *RF.1.1a RF.1.1b	*RL.1.1 *RL.1.3 *RL.1.7 RL.1.10 RF.1.1a RF.1.2a RF.1.2c	*RL.1.1 *RL.1.2 *RL.1.3 *RL.1.7 *RL.1.10 RF.1.2 RF.1.2c	*RL.1.5 *RI.1.1 *RI.1.10 RF.1.2b *RF.1.2c RF.1.2d *RF.1.3a	*RL.1.1 *RL.1.10 *RF.1.1a RF.1.1b RF.1.1c RF.1.1d *RF.1.3	*RL.1.1 *RL.1.3 *RL.1.9 *RF.1.2 RF.1.2d *RF.1.3 RF.1.3a	*RL.1.1 RL.1.9 *RL.1.5 *RF.1.1a RF.1.2d RF.1.3a *RF.1.3b

	RF.I.c RF.I.d *RF.I.2 *RF.I.2b *RF.I.2c *RF.I.2d RF.I.3 *RF.I.3a *RF.I.3b RF.I.3g *RF.I.4a RF.I.4b	*RF.I.2d RF.I.3 *RF.I.3b *RF.I.3c RF.I.3g RF.I.4 *RF.I.4a *RF.I.4b	*RF.I.2d RF.I.3 *RF.I.3b RF.I.3c RF.I.3g *RF.I.4 *RF.I.4a *RF.I.4b *RF.I.4c	*RF.I.3b *RF.I.3c *RF.I.3d *RF.I.3e *RF.I.3f *RF.I.3g RF.I.4 *RF.I.4a *RF.I.4b	*RF.I.3a *RF.I.3b *RF.I.3e *RF.I.3f RF.I.3g *RF.I.4 *RF.I.4a *RF.I.4b RF.I.4c	*RF.I.3b *RF.I.3c RF.I.3d *RF.I.3f *RF.I.3g RF.I.4 *RF.I.4a *RF.I.4b	*RF.I.3c RF.I.3d RF.I.3e *RF.I.3f *RF.I.3g *RF.I.4a RF.I.4b
Writing TTSD Priority Standard **Assessed Standard*			*W.I.1 *W.I.3 *W.I.5	*W.I.2 *W.I.5	*W.I.1 W.I.5 W.I.6 W.I.7	*W.I.1 *W.I.3 *W.I.5 *W.I.6	*W.I.1 *W.I.2 *W.I.5
Speaking and Listening TTSD Priority Standard **Assessed Standard*			SL.I.5			*SL.I.4	
Language TTSD Priority Standard **Assessed Standard*	L.I.1a L.I.1b L.I.1d L.I.2a *L.I.2b L.I.2c *L.I.2d	L.I.1b *L.I.2b	L.I.1e *L.I.1j *L.I.2b *L.I.2d *L.I.2e	*L.I.1b *L.I.1e *L.I.1f *L.I.2 *L.I.2a *L.I.2c *L.I.2d L.I.4c	L.I.1b *L.I.1c *L.I.1f *L.I.1i *L.I.1j *L.I.2b *L.I.2d *L.I.4c	*L.I.1b *L.I.1c *L.I.1d L.I.1e L.I.1f L.I.1e L.I.1j *L.I.2d *L.I.2e *L.I.4a *L.I.4c	L.I.1b *L.I.1c L.I.1g *L.I.2b *L.I.2c *L.I.2d *L.I.4c
Skills Progression or Sounds Spelling **Intervention Resource:** UFLI alignment	Spell words with double-letter spellings. Identify Tricky Spellings: 'th'>/th/, /th/, 's' pronounced /s/ or /z/. Decode and spell consonant digraphs: 'ch', 'sh', 'th', 'ng'	/ee/> 'ee' /ae/> 'a_e' /ie/> 'i_e' /oe/> 'o_e' /ue/> 'u_e'	/oo/> 'oo' (soon) /oo/> 'oo' (look) /ou/> 'ou' /oi/> 'oi' /aw/> 'aw'	/er/> 'er' /ar/> 'ar' /or/> 'or'	/ch/> 'tch' /j/> 'g'. 'Ge' /v/> 've' /r/> 'wr' /t/> 'ed' /d/> 'ed'	/s/> 'c', 'ce', or 'se' /n/> 'kn' /w/> 'wh' /ng/> 'n'	/ae/> 'ai', 'ay' /oe/> 'oa'

Decodable Dolch words ***Introduced previously, now decodable			**draw, found, good, our, round, saw, soon, too** **look, out**	after, better, far, for, her, never, or, seven, start, under, upon	write	drink, thank, think, white when, which	may, play, say
Dolch Words taught as Tricky Words ***not dolch list	**Review of Kindergarten words: a, all, are, from, here, I, is, no, of, once, one, said, so, the, there, to, two, was, were, what, when, where, which, why** **Introduced in this unit: do, have, some, who** word, says	**Review of Kindergarten words: be, by, he, me, my, she, their, they, we, you, your**	Review of Kindergarten word: Down Introduced in this unit: because, could, would baseball, should	today tomorrow, yesterday	how picture, (stage)coach	cow	