

**Amplify Core Knowledge Language Arts 2nd Edition**  
**Kindergarten Curriculum Map**  
**Skills Unit 1**

<p><b>Unit Summary</b></p> <p>Lays the groundwork for reading and writing. Students build awareness of environmental noises, of words within sentences, and of sounds within words. They also learn several writing strokes used to create letters.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate awareness of environmental sounds and words in sentences</li> <li>• Draw a number of writing strokes that are prerequisites for writing letters</li> <li>• Demonstrate spatial and body awareness</li> <li>• Hold writing utensils using the tripod grip</li> <li>• Describe the meaning of position words</li> <li>• Student Performance Assessment</li> </ul>			
<p>Unit Length: 10 Days</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Environmental noises and words in sentences make different sounds .</li> <li>• Speech is made up of words.</li> <li>• Position words describe a relative location.</li> <li>• Handwriting strokes are made by holding a writing utensil and moving it across paper.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>K.FL.PC.1 K.FL.PC.1a K.FL.PC.1b K.FFL.PA.2</p>		<p>K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.6</p>	<p>K.FFL.SC.6 K.FFL.SC.6f</p>	<p>K.FL.PC.1a K.FFL.PA.2</p>			

# Kindergarten Curriculum Map

## Skills Unit 2

<p><b>Unit Summary</b></p> <p>Students learn how to blend syllables together to form multisyllabic words. They also learn how to orally produce two- and three-sound words by blending sounds.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Orally blend syllables and two- and three-phonemes to form words</li> <li>Identify beginning sounds of words</li> <li>Use position words: left, right, top, bottom</li> <li>Track left to right, top to bottom</li> <li>Draw a number of writing strokes that are prerequisites for writing letters</li> <li>Hold writing utensils using the tripod grip</li> <li>Student Performance Assessment</li> </ul>			
<p>Unit Length: 10 Days</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>Words are made of sound parts (syllables, phonemes).</li> <li>Phonemes (sounds) are blended to form words.</li> <li>Position words describe a relative location.</li> <li>Handwriting strokes are made by holding a writing utensil and moving it across paper.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p>Reading</p>	<p>Writing</p>	<p>Speaking &amp; Listening</p>	<p>Language</p>	<p>Reading</p>	<p>Writing</p>	<p>Speaking &amp; Listening</p>	<p>Language</p>
<p>K.FL.PC.1 K.FL.PC.1a K.FL.PC.1b K.FFL.PA.2 K.FFL.PA.2b K.FFL.PA.2c K.FFL.PA.2d K.FFL.PA.2e</p>		<p>K.SL.CC.1 K.SL.CC.3 K.SL.PKI.6</p>	<p>K.FFL.SC.6 K.FFL.SC.6f</p>	<p>K.FL.PC.1a K.FFL.PA.2b</p>			

# Kindergarten Curriculum Map

## Skills Unit 3

<p><b>Unit Summary</b></p> <p>Students are introduced to eight sounds and they practice blending these sounds into words. They also learn how to form the letters that make these sounds.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Orally blend sounds to form words</li> <li>Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ &gt;'c', /g/, /i/</li> <li>Blend and read printed VC and CVC words</li> <li>Change sounds in simple words to create new words</li> <li>Read Tricky Words <i>one, two, three</i></li> <li>Student Performance Assessment</li> </ul>			
<p>Unit Length: 14 Days</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>Students are introduced to high-frequency words in the Picture Reader (used in Units 3-8)</li> <li>Sounds in words are represented with symbols (sound pictures).</li> <li>Sounds pictures can be blended to read words.</li> <li>Sound pictures are used to spell words.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p>Reading</p>	<p>Writing</p>	<p>Speaking &amp; Listening</p>	<p>Language</p>	<p>Reading</p>	<p>Writing</p>	<p>Speaking &amp; Listening</p>	<p>Language</p>
<p>K.FFL.PA.2 K.FFL.PA.2d K.FFL.PA.2e K.FFL.PWR.3 K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e</p>		<p>K.SL.CC.1</p>	<p>K.FFL.SC.6 K.FFL.WC.4g K.FFL.SC.6f K.FFL.SC.6 K.FFL.WC.4b</p>	<p>K.FFL.PA.2d K.FFL.PWR.3a K.FFL.PWR.3b</p>			<p>K.FFL.WC.4g K.FFL.WC.4b</p>

# Kindergarten Curriculum Map

## Skills Unit 4

<b>Unit Summary</b> <p>Introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally blend and segment sounds in words</li> <li>Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/</li> <li>Blend and read printed VC and CVC words</li> <li>Change sounds in words to create new words</li> <li>Write dictated words</li> <li>Read Tricky Words <i>a, the</i></li> <li>Read phrases in a decodable text</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> 15 Days				<b>Anchor Text:</b> <i>Pet Fun</i> <b>Text Type:</b> Literary <b>Lexile:</b> n/a			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
K.FL.PC.1 K.FL.PC.1a K.FL.PC.1b K.FL.PC.1c K.FFL.PA.2 K.FFL.PA.2c K.FFL.PA.2d K.FFL.PA.2e K.FFL.PWR.3 K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e		K.SL.CC.2 K.SL.CC.3 K.SL.PKI.6	K.FFL.SC.6 K.FFL.WC.4g K.FFL.SC.6f K.FFL.SC.6 K.FFL.WC.4b	K.FFL.PA.2d K.FFL.PWR.3a K.FFL.PWR.3b			K.FFL.WC.4g K.FFL.WC.4b

# Kindergarten Curriculum Map

## Skills Unit 5

<b>Unit Summary</b> <p>Introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Discriminate between vowel sounds in words</li> <li>Practice sound/letter correspondences</li> <li>Recognize and write new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k'</li> <li>Change sounds in words to create new words</li> <li>Read and write simple VC and CVC words</li> <li>Read Tricky Words <i>blue, yellow, look</i></li> <li>Read sentences in a decodable text</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> <b>16 Days</b>				<b>Anchor Text:</b> <i>Ox and Man</i> <b>Text Type:</b> Literary <b>Lexile:</b> n/a			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
K.FL.PC.1 K.FL.PC.1a K.FL.PC.1b K.FL.PC.1c K.FFL.PA.2d K.FFL.PWR.3 K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e K.FFL.F.5a		K.SL.CC.2 K.SL.CC.3 K.SL.PKI.6	K.FFL.SC.6 K.FFL.WC.4g K.FFL.SC.6 K.FFL.SC.6h K.FFL.SC.6i K.FFL.WC.4b	K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e		K.SL.CC.2	K.FFL.WC.4g

# Kindergarten Curriculum Map

## Skills Unit 6

<p><b>Unit Summary</b></p> <p>Students automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words, and reading text independently.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Orally blend sounds to form words</li> <li>Identify sound pictures by their letter names</li> <li>Identify and create rhyming words</li> <li>Blend and read words with consonant clusters of up to five sounds</li> <li>Read words with Tricky Spelling 's' pronounced /z/ and Tricky Words <i>l, are, and little</i></li> <li>Read stories in the decodable Reader</li> <li>Demonstrate comprehension by answering story questions</li> <li>Student Performance Assessment</li> </ul>			
<p><b>Unit Length:</b> 15 Days</p>				<p><b>Anchor Text:</b> <i>Kit</i></p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 330L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>K.RL.KID.1 K.RL.KID.3 K.RL.IKI.7 K.RL.RRTC.10 K.FL.PC.1a K.FL.PC.1b K.FL.PC.1c K.FL.PC.1d K.FFL.PA.2a K.FFL.PA.2c K.FFL.PWR.3 K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e K.FFL.F.5a</p>		<p>K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.5</p>	<p>K.FFL.WC.4g K.FFL.SC.6d K.FFL.SC.6e K.FFL.SC.6f K.FFL.SC.6g K.FFL.SC.6h K.FFL.SC.6i K.FFL.WC.4b K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7biv</p>	<p>K.RL.KID.1 K.RL.KID.3 K.RL.IKI.7 K.FFL.PA.2c K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3e K.FFL.F.5a</p>			

# Kindergarten Curriculum Map

## Skills Unit 7

<b>Unit Summary</b> <p>Introduces students to digraphs. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally segment words with consonant clusters</li> <li>Read and spell consonant digraphs /ch/, /sh/, /th/, /th/, /qu/, /ng/</li> <li>Read and spell words with consonant clusters</li> <li>Read Tricky Words <i>down, out, of</i></li> <li>Read stories in the decodable Reader</li> <li>Demonstrate comprehension by answering story questions</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> <b>17 Days</b>				<b>Anchor Text:</b> <i>Seth</i> <b>Text Type:</b> Literary <b>Lexile:</b> 450L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
K.RL.KID.1 K.RL.CS.4 K.RL.IKI.7 K.RL.RRTC.10 K.FL.PC.1 K.FL.PC.1a K.FL.PC.1b K.FL.PC.1c K.FL.PC.1d K.FFL.PA.2 K.FFL.PA.2d K.FFL.PA.2e K.FFL.PWR.3 K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e K.FFL.F.5a		K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.6	K.FFL.SC.6 K.FFL.WC.4g K.FFL.SC.6e K.FFL.SC.6f K.FFL.SC.6g K.FFL.SC.6 K.FFL.SC.6i K.FFL.WC.4b K.FL.VA.7b K.FL.VA.7bii	K.RL.KID.1 K.RL.IKI.7 K.FL.PC.1d K.FFL.PA.2d K.FFL.PA.2e K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e K.FFL.F.5a			

# Kindergarten Curriculum Map

## Skills Unit 8

<b>Unit Summary</b> <p>Introduces students to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. Results from this unit's student performance task assessment inform which students are ready for the next unit and those who need targeted support with previously taught skills.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Review vowel sounds, digraphs, and other sounds and spellings</li> <li>Read and spell words with double-letter spellings</li> <li>Read Tricky Words <i>funny, all, was, from</i></li> <li>Read stories in the decodable Reader</li> <li>Demonstrate comprehension by answering story questions</li> <li>Student Performance Assessment</li> </ul>			
<b>Unit Length:</b> 20 Days				<b>Anchor Text:</b> <i>Sam</i> <b>Text Type:</b> Literary <b>Lexile:</b> 360L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
K.RL.KID.1 K.RL.CS.4 K.RL.IKI.7 K.RL.RRTC.10 K.FL.PC.1 K.FL.PC.1a K.FL.PC.1b K.FL.PC.1c K.FL.PC.1d K.FFL.PA.2 K.FFL.PA.2a K.FFL.PA.2d K.FFL.PA.2e K.FFL.PWR.3 K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e K.FFL.F.5a		K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.6	K.FFL.SC.6 K.FFL.WC.4g K.FFL.SC.6e K.FFL.SC.6g K.FFL.SC.6 K.FFL.SC.6i K.FFL.WC.4b K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7aii	K.RL.KID.1 K.RL.KID.3 K.RL.IKI.7 K.FL.PC.1d K.FFL.PA.2a K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.F.5a			



# Kindergarten Curriculum Map

## Skills Unit 9

<p><b>Unit Summary</b></p> <p>Students practice writing uppercase letters and learn fifteen new Tricky Words. This unit also introduces activity pages with comprehension questions related to the Student Reader. Students will be assessed on uppercase letter identification and formation, punctuation and sentence reading.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Orally blend two-syllable words</li> <li>Read and spell words with previously taught sound/letter correspondences</li> <li>Read new and previously learned Tricky Words</li> <li>Write uppercase letters</li> <li>Write dictated phrases</li> <li>Identify correct end mark punctuation in complete sentences</li> <li>Read stories in the decodable Reader</li> <li>Answering story questions by drawing/writing</li> <li>Student Performance Assessment</li> </ul>			
<p><b>Unit Length:</b> 23 Days</p> <p><b>Anchor Text:</b> <i>Zach and Ann</i></p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 310L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>The chapters in the decodable Reader focus on a brother and sister and their adventures.</li> <li>Letter names and the sounds they make</li> <li>Uppercase letter formation</li> <li>Sentences have different ending marks, depending on the type of sentence.</li> <li>Answering questions about the story through discussions and in writing</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
K.RL.KID.1 K.RL.KID.3 K.RL.CS.4 K.RL.IKI.7 K.RL.RRTC.10 K.FL.PC.1 K.FL.PC.1a K.FL.PC.1b K.FL.PC.1c K.FL.PC.1d K.FFL.PA.2 K.FFL.PA.2d K.FFL.PWR.3 K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e K.FFL.F.5a	K.W.TTP.3	K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.5 K.SL.PKI.6	K.FFL.SC.6 K.FFL.WC.4g K.FFL.SC.6e K.FFL.SC.6f K.FFL.SC.6 K.FFL.SC.6h K.FFL.SC.6i K.FFL.WC.4b K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7b K.FL.VA.7c	K.RL.KID.1 K.RL.KID.3 K.RL.IKI.7 K.FL.PC.1d K.FFL.PA.2 K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.F.5a	K.W.TTP.3	K.SL.PKI.5	K.FFL.WC.4g K.FFL.WC.4b

# Kindergarten Curriculum Map

## Skills Unit 10

<b>Unit Summary</b> <p>Introduces students to five new vowel sounds and eleven additional Tricky Words. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 1 teachers via the End-of-Year Summary sheet.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Orally segment two-syllable words</li> <li>Read new and previously learned Tricky Words</li> <li>Divide syllables in words</li> <li>Read and spell words with long vowels and separated digraphs (cvce)</li> <li>Recognize apostrophes that show possession or used in contractions</li> <li>Use punctuation marks while reading connected text</li> <li>Answer story questions during discussions and in writing</li> <li>End-of-the-Year Assessment</li> </ul>			
<b>Unit Length:</b> 29 Days				<b>Anchor Text:</b> <i>Scott</i> <b>Text Type:</b> Literary <b>Lexile:</b> 400L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
K.RL.KID.1 K.RL.IKI.7 K.RL.RRTC.10 K.FL.PC.1 K.FL.PC.1a K.FL.PC.1b K.FL.PC.1c K.FL.PC.1d K.FFL.PA.2 K.FFL.PA.2b K.FFL.PA.2d K.FFL.PWR.3 K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.PWR.3e K.FFL.F.5a	K.W.TTP.3	K.SL.CC.1 K.SL.CC.3 K.SL.PKI.5 K.SL.PKI.6	K.FFL.SC.6 K.FFL.WC.4g K.FFL.SC.6e K.FFL.SC.6g K.FFL.SC.6 K.FFL.SC.6h K.FFL.SC.6i K.FFL.WC.4b K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7b	K.RL.KID.1 K.RL.IKI.7 K.FL.PA.1d K.FFL.PA.2b K.FFL.PWR.3a K.FFL.PWR.3b K.FFL.PWR.3c K.FFL.F.5	K.W.TTP.3		

**Amplify Core Knowledge Language Arts 2nd Edition  
Kindergarten Curriculum Map**

**Knowledge Domain 1: Nursery Rhymes and Fables**

<p><b>Unit Summary</b></p> <p>An introduction to nursery rhymes and fables, including Mother Goose poems and Aesop’s fables. By listening to nursery rhymes and repeating or reciting them, students learn vocabulary and build phonemic awareness. Well-known fables introduce students to new vocabulary and prompt discussion of character, virtues, and behavior.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Identify rhyming words</li> <li>• Identify literary elements such as character, main events, and moral lessons.</li> <li>• Compare and contrast characters from different rhymes and fables</li> <li>• Sequence events in a rhyme or story</li> <li>• Retell a story by drawing and writing details about the characters and events</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 12 Days</p> <p><b>Anchor Text:</b> <i>Nursery Rhymes and Fables</i> (Read-Aloud)</p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 760L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Nursery rhymes and fables have been favorites with children for generations.</li> <li>• Traditional rhymes help students learn vocabulary and build phonemic awareness.</li> <li>• Listening to and learning to recite nursery rhymes help students develop language awareness, leading to better readers and writers.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.4 K.RL.CS.5 K.RL.IKI.7 K.RL.IKI.9 K.RL.RRTC.10 K.FFL.PA.2 K.FFL.PA.2a	K.W.TTP.3 K.W.RBPK.8	K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.5 K.SL.PKI.6	K.FFL.SC.6 K.FFL.SC.6g K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7b K.FL.VA.7biii K.FL.VA.7c	K.RL.KID.3 K.RL.CS.5 K.RL.IKI.7 K.RL.IKI.9 K.FFL.PA.2a			

# Kindergarten Curriculum Map

## Knowledge Domain 2: The Five Senses

<p><b>Unit Summary</b></p> <p>Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Use graphic organizers to categorize and sort information about the senses</li> <li>• Create timelines recording important events in the lives of Helen Keller and Ray Charles</li> <li>• Write and draw information detailing each of the five senses</li> <li>• Doman Assessment</li> </ul>			
<p><b>Unit Length:</b> 8 Days</p> <p><b>Anchor Text:</b> <i>The Five Senses</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 990L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Everything we know about the world comes through our five senses.</li> <li>• Each sense uses a unique body part to take in information.</li> <li>• Conducting observations and using language to describe those observations are key skills in the scientific process.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.IK1.7 K.RI.IK1.9 K.RI.RRTC.10	K.W.TTP.1 K.W.TTP.2 K.W.TTP.3	K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PK1.4 K.SL.PK1.6	K.FFL.SC.6 K.FFL.SC.6c K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7aii K.FL.VA.7b K.FL.VA.7bi K.FL.VA.7bii K.FL.VA.7biii K.FL.VA.7c	K.RI.KID.1 K.RI.KID.2 K.RI.KID.3	K.W.TTP.2		

# Kindergarten Curriculum Map

## Knowledge Domain 3: Stories

<p><b>Unit Summary</b></p> <p>Students are introduced to classic stories as well as trickster tales and fiction from other cultures. Students develop an awareness of language and recurring themes in children’s literature.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Sequence the beginning, middle and end of stories</li> <li>• Compare and contrast characters from different stories</li> <li>• Orally create and expand sentences</li> <li>• Describe characters, setting, and plot from different stories</li> <li>• Write and draw events and details to retell a story</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 10 Days</p>				<p><b>Anchor Text:</b> <i>Stories</i> (Read-Aloud)</p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 810L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.4 K.RL.CS.5 K.RL.CS.6 K.RL.IKI.7 K.RL.IKI.9 K.RL.RRTC.10</p>	<p>K.W.TTP.1 K.W.TTP.3 K.W.PDW.6 K.W.RBPK.8</p>	<p>K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.6</p>	<p>K.FFL.SC.6 K.FFL.SC.6f K.FFL.SC.6g K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7aii K.FL.VA.7b K.FL.VA.7biii K.FL.VA.7c</p>	<p>K.RL.KID.3 K.RL.CS.5 K.RL.IKI.9</p>	<p>K.W.TTP.1 K.W.TTP.3 K.W.RBPK.8</p>		

# Kindergarten Curriculum Map

## Knowledge Domain 4: Plants

<b>Unit Summary</b> <p>Read-Aloud texts introduce students to the parts of plants and how they grow. Students gain a basic knowledge of ecology and the interdependence of all living things.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Compare and contrast characters plants and plant parts using a graphic organizer</li> <li>• Orally describe plants, plant parts, and life cycles</li> <li>• Describe characters, setting, and plot from different stories</li> <li>• Write and draw information from the text</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> <b>11 Days</b>				<b>Anchor Text:</b> <i>Plants</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 930L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.5 K.RL.RRTC.10 K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.IKI.7 K.RI.IKI.9 K.RI.RRTC.10	K.W.TTP.2 K.W.TTP.3 K.W.RBPK.8	K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.6	K.FFL.SC.6 K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7biii K.FL.VA.7c	K.RL.KID.2 K.RI.KID.2 K.RI.KID.3	K.W.TTP.2		K.FL.VA.7a

# Kindergarten Curriculum Map

## Knowledge Domain 5: Farms

<p><b>Unit Summary</b></p> <p>Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Choose the best word to describe what is happening in images</li> <li>• Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets</li> <li>• Sequence events in an informational and literary text</li> <li>• Write and draw information from the text about animals, farm jobs, and seasons.</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 9 Days</p> <p><b>Anchor Text:</b> <i>Farms</i> (Read-Aloud)  <b>Text Type:</b> Informational/Literary  <b>Lexile:</b> 930L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Students draw on information gained in the <i>Plants</i> domain to understand what plants and animals need to grow.</li> <li>• Farms are an important source of food and other products people use.</li> <li>• The classic story “The Little Red Hen” describes the seasonal rhythm of planting, growing, and harvesting.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.4 K.RL.CS.5 K.RL.IKI.7 K.RL.IKI.9 K.RL.RRTC.10 K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.IKI.7 K.RI.RRTC.10	K.W.TTP.2 K.W.TTP.3	K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.5 K.SL.PKI.6	K.FFL.SC.6 K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7b K.FL.VA.7biii K.FL.VA.7c	K.RL.KID.2 K.RI.KID.2	K.W.TTP.2	K.SL.CC.1	

# Kindergarten Curriculum Map

## Knowledge Domain 6: Native Americans

<b>Unit Summary</b> <p>Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, as well as how conditions in different geographical regions influence their ways of life.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Distinguish the meaning of the words <i>to</i> and <i>from</i> in context.</li> <li>• Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed</li> <li>• Compare and contrast three Native American tribes using a graphic organizer</li> <li>• Write and draw information from the text describe characteristics of different tribes and items used in Native American life</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> <b>8 Days</b>				<b>Anchor Text:</b> <i>Native Americans</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 810L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
K.RL.KID.1 K.RL.KID.3 K.RL.IKI.7 K.RL.RRTC.10 K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.IKI.7 K.RI.IKI.8 K.RI.IKI.9 K.RI.RRTC.10	K.W.TTP.2 K.W.TTP.3 K.W.PDW.5 K.W.RBPK.8	K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.5 K.SL.PKI.6	K.FFL.SC.6 K.FFL.SC.6c K.FFL.SC.6d K.FFL.SC.6e K.FFL.SC.6f K.FL.VA.7a K.FL.VA.7b K.FL.VA.7bi K.FL.VA.7bii K.FL.VA.7biii K.FL.VA.7biv K.FL.VA.7c	K.RI.IKI.9	K.W.TTP.2 K.W.TTP.3 K.W.PDW.5 K.W.RBPK.8	K.SL.CC.3	



# Kindergarten Curriculum Map

## Knowledge Domain 7: Kings and Queens

<p><b>Unit Summary</b></p> <p>Students listen to Read-Aloud texts, both fiction and nonfiction, about kings, queens, and royal families. The selections build students' understanding of responsibilities and customs associated with royalty throughout history.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Distinguish the meaning of the words <i>to</i> and <i>from</i> in context.</li> <li>• Describe the characters, setting, and plot of a story</li> <li>• Sequence story events</li> <li>• Compare and contrast royal families with non-royal families using a graphic organizer</li> <li>• Draw and write events from stories</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 8 Days</p>				<p><b>Anchor Text:</b> <i>Kings and Queens</i> (Read-Aloud)</p> <p><b>Text Type:</b> Literary/Informational</p> <p><b>Lexile:</b> 870L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.4 K.RL.CS.5 K.RL.CS.6 K.WL.IKI.7 K.RL.IKI.9 K.RL.RRTC.10 K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.IKI.7 K.RI.RRTC.10 K.FFL.PA.2 K.FFL.PA.2a</p>	<p>K.W.TTP.2 K.W.TTP.3 K.W.PDW.5 K.W.RBPK.8</p>	<p>K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.6</p>	<p>K.FFL.SC.6 K.FFL.SC.6d K.FFL.SC.6g K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7a<sup>ii</sup> K.FL.VA.7b K.FL.VA.7bi K.FL.VA.7b<sup>ii</sup> K.FL.VA.7b<sup>iii</sup> K.FL.VA.7b<sup>iv</sup> K.FL.VA.7c</p>	<p>K.RL.KID.2 K.RL.KID.3 K.RL.IKI.7 K.RI.KID.3</p>	<p>K.W.TTP.3 K.W.PDW.5</p>		

# Kindergarten Curriculum Map

## Knowledge Domain 8: Seasons and Weather

<b>Unit Summary</b> <p>An introduction to weather and the seasons. Students learn that regions of Earth experience different characteristic weather patterns throughout the year.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational and literary text</li> <li>• Ask and answer questions using <i>who</i></li> <li>• Draw and sequence the seasons of the year</li> <li>• Use information from the text to draw a picture explaining how to stay safe during a storm</li> <li>• Record information in a weather diary and present a weather report</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> <b>8 Days</b>				<b>Anchor Text:</b> <i>Seasons and Weather</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 950L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.4 K.RL.CS.5 K.RL.CS.6 K.RL.IKI.7 K.RL.RRTC.10 K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.CS.5 K.RI.CS.6 K.RI.IKI.7 K.RI.IKI.8 K.RI.IKI.9 K.RI.RRTC.10	K.W.TTP.1 K.W.TTP.2 K.W.TTP.3 K.W.PDW.5 K.W.PDW.6	K.SL.CC.1 K.SL.CC.2 K.SL.PKI.4 K.SL.PKI.5 K.SL.PKI.6	K.FFL.SC.6 K.FFL.SC.6c K.FFL.SC.6d K.FFL.SC.6e K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7aii K.FL.VA.7b K.FL.VA.7bi K.FL.VA.7bii K.FL.VA.7biii K.FL.VA.7c		K.W.TTP.1 K.W.TTP.2	K.SL.PKI.5	

# Kindergarten Curriculum Map

## Knowledge Domain 9: Columbus and the Pilgrims

<p><b>Unit Summary</b></p> <p>Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational text</li> <li>• Use a graphic organizer to summarize text</li> <li>• Ask and answer questions using <i>what</i></li> <li>• Identify and understand information on a timeline</li> <li>• Write a travel journal</li> <li>• Write short phrases and sentences and draw pictures based on details in the text</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 9 Days</p>				<p><b>Anchor Text:</b> <i>Columbus and the Pilgrims</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 940L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.IKI.7 K.RI.IKI.8 K.RI.RRTC.10</p>	<p>K.W.TTP.2 K.W.TTP.3 K.W.RBPK.8</p>	<p>K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.5 K.SL.PKI.6</p>	<p>K.FFL.SC.6 K.FFL.SC.6e K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7b K.FL.VA.7bii K.FL.VA.7biii K.FL.VA.7c</p>	<p>K.RI.KID.2 K.RI.KID.3</p>		<p>K.SL.CC.1</p>	

# Kindergarten Curriculum Map

## Knowledge Domain 10: Colonial Towns and Townspeople

<p><b>Unit Summary</b></p> <p>Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational text</li> <li>• Use a graphic organizer to organize and retell information</li> <li>• Ask and answer questions using <i>where</i></li> <li>• Sequence events based on information in the text</li> <li>• Write short phrases and sentences and draw pictures based on details in the text</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 10 Days</p> <p><b>Anchor Text:</b> <i>Colonial Towns and Townspeople</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational/Literary</p> <p><b>Lexile:</b> 990L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Students draw on knowledge from <i>Columbus and the Pilgrims</i> as they learn more about America's history during colonial times.</li> <li>• The daily life of people during the colonial era are contrasted with students' present-day experiences.</li> <li>• The differences between living in a town versus living in the country are explored.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
K.RL.KID.1 K.RL.KID.2 K.RL.KID.3 K.RL.CS.4 K.RL.CS.5 K.RL.IKI.7 K.RL.RRTC.10 K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.CS.5 K.RI.CS.6 K.RI.IKI.7 K.RI.IKI.8 K.RI.IKI.9 K.RI.RRTC.10	K.W.TTP.2 K.W.TTP.3 K.W.PDW.5 K.W.RBPK.8	K.SL.CC.1 K.SL.CC.2 K.SL.PKI.4 K.SL.PKI.6	K.FFL.SC.6 K.FFL.SC.6e K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7b K.FL.VA.7bii K.FL.VA.7biii	K.RI.KID.2	K.W.TTP.2 K.W.TTP.3 K.W.RBPK.8	K.SL.PKI.4	K.FFL.SC.6e

# Kindergarten Curriculum Map

## Knowledge Domain 11: Taking Care of the Earth

<p><b>Unit Summary</b></p> <p>Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational text</li> <li>• Use a graphic organizer to organize and retell information</li> <li>• Sequence events based on information in the text</li> <li>• Write short phrases and sentences and draw pictures based on details in the text</li> <li>• Create a class book about solutions to environmental problems</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 10 Days</p> <p><b>Anchor Text:</b> <i>Taking Care of the Earth</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 920L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• People's actions affect the environment in which we live.</li> <li>• Earth's natural resources include land, water, and air.</li> <li>• The best way to conserve Earth's resources is to practice the three Rs of conservation—reduce, reuse, and recycle.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.CS.5 K.RI.CS.6 K.RI.IKI.7 K.RI.IKI.8 K.RI.RRTC.10	K.W.TTP.1 K.W.TTP.2 K.W.TTP.3 K.W.PDW.5 K.W.PDW.6 K.W.RBPK.8	K.SL.CC.1 K.SL.CC.2 K.SL.CC.3 K.SL.PKI.4 K.SL.PKI.6	K.FFL.SC.6 K.FFL.SC.6c K.FFL.SC.6e K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7b K.FL.VA.7bii K.FL.VA.7biii K.FL.VA.7c	K.RI.KID.1 K.RI.KID.2 K.RI.KID.3	K.W.TTP.2 K.W.TTP.3 K.W.PDW.6 K.W.RBPK.7		

# Kindergarten Curriculum Map

## Knowledge Domain 12: Presidents and American Symbols

<p><b>Unit Summary</b></p> <p>As students are introduced to the lives and legacies of five famous presidents, they learn about several national symbols, the branches of government, the role of the president, and elections.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Orally describe details from informational text</li> <li>• Use a graphic organizer to organize and retell information, including a timeline</li> <li>• Sequence events based on information in the text</li> <li>• Write short phrases and sentences and draw pictures based on details in the text</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 9 Days</p> <p><b>Anchor Text:</b> <i>Presidents and American Symbols</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational/Literary</p> <p><b>Lexile:</b> 890L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• The lives and accomplishments of five famous presidents are highlighted.</li> <li>• American symbols are presented and discussed.</li> <li>• The branches of government are introduced.</li> <li>• Information about America's early history from previous domains is used to understand how the United States of America came into being.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
K.RL.KID.2 K.RL.KID.3 K.RI.KID.1 K.RI.KID.2 K.RI.KID.3 K.RI.CS.4 K.RI.IKI.7 K.RI.IKI.8 K.RI.IKI.9 K.RI.RRTC.10	K.W.TTP.1 K.W.TTP.2 K.W.TTP.3 K.W.PDW.5 K.W.PDW.6	K.SL.CC.1 K.SL.CC.3 K.SL.PKI.6	K.FFL.SC.6 K.FL.VA.7a K.FL.VA.7ai K.FL.VA.7b K.FL.VA.7bii K.FL.VA.7biii K.FL.VA.7c	K.RL.KID.2 K.RI.KID.2 K.RI.KID.3	K.W.TTP.1 K.W.TTP.2 K.W.TTP.3		

# Amplify Core Knowledge Language Arts 2nd Edition

## Grade 1 Curriculum Map

### Skills Unit 1

<b>Unit Summary</b> Unit 1 provides a review of the sounds and spellings taught in the CKLA Kindergarten curriculum. Students are introduced to Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far).				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds</li> <li>Spell words with double-letter spellings</li> <li>Identify Tricky Spellings 'th' &gt;/th/, /th/ and 's' pronounced /s/ or /z/</li> <li>Consonant digraphs ('ch', 'sh', 'th', 'ng')</li> <li>Identify Tricky Words (review from K)</li> <li>Read stories in the decodable Reader</li> <li>Answer story questions</li> <li>Beginning-of-the-Year Placement Assessment</li> </ul>			
<b>Unit Length:</b> 32 Days		<b>Anchor Text:</b> <i>Snap Shots</i> <b>Text Type:</b> Literary <b>Lexile:</b> 450L		<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Students read the decodable reader "Snap Shots" to practice fluency.</li> <li>The stories (chapters) in the reader are told from Beth's point of view. Beth is a young girl who travels to the United Kingdom to visit friends.</li> <li>Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RL.KID.1 1.RL.KID.2 1.RL.CS.6 1.RL.IKI.7 1.RL.RRTC.10 1.FL.PC.1 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b		1.SL.CC.1 1.SL.CC.2 1.SL.CC.3 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6c 1.FL.SC.6 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b	1.RL.KID.1 1.RL.KID.2 1.RL.IKI.7 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.F.5a			1.FL.SC.6k

# Grade 1 Curriculum Map

## Skills Unit 2

<b>Unit Summary</b> <p>Introduces five vowel sounds and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with separated digraphs (such as <i>a</i> and <i>e</i> in <i>cake</i>). The unit also includes grammar lessons on nouns (including proper nouns) as well as practice with new Tricky Words.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Read and write long vowel sounds, including separated vowel digraphs (CVCe words)</li> <li>• Identify and use common and proper nouns</li> <li>• Identify and spell Tricky Words <i>he, she, we, be, me, we, they, their, my, by, you, your</i></li> <li>• Spell dictated words</li> <li>• Unit Assessment</li> </ul>			
<b>Unit Length:</b> 19 Days				<b>Anchor Text:</b> <i>Gran</i> <b>Text Type:</b> Literary <b>Lexile:</b> 400L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.CS.4 1.RL.IKI.7 1.RL.RRTC.10 1.FL.PC.1 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2a 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b		1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7c	1.RL.KID.1 1.RL.KID.3 1.RL.IKI.7 1.FL.PA.2d 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.F.5a 1.FL.F.5b			1.FL.SC.6k



# Grade 1 Curriculum Map

## Skills Unit 3

<p><b>Unit Summary</b></p> <p>Introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling “oo.” Grammar exercises focus on identifying verbs and verb tense (regular present, past, and future). Students begin formal instruction in the writing process with a focus on narrative writing.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/</li> <li>• Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/</li> <li>• Identify and spell Tricky Words <i>should, could, would, down, because</i></li> <li>• Spell grade-level words correctly: weekly spelling tests begin</li> <li>• Identify and use verbs and verb tenses</li> <li>• Use the writing process to compose a narrative</li> <li>• Unit Assessment</li> </ul>			
<p><b>Unit Length:</b> 19 Days</p>				<p><b>Anchor Text:</b> <i>Fables</i>  <b>Text Type:</b> Literary  <b>Lexile:</b> 480L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>1.RL.KID.1            1.RL.KID.2            1.RL.KID.3            1.RL.CS.4            1.RL.IKI.7            1.RL.RRTC.10            1.FL.PC.1            1.FL.PC.1a            1.FL.PA.2            1.FL.PA.2c            1.FL.PA.2d            1.FL.PWR.3            1.FL.PWR.3a            1.FL.PWR.3b            1.FL.PWR.3g            1.FL.F.5            1.FL.F.5a            1.FL.F.5b            1.FL.F.5c</p>	<p>1.W.TTP.1            1.W.TTP.3            1.W.PDW.5</p>	<p>1.SL.CC.1            1.SL.CC.2            1.SL.PKI.4            1.SL.PKI.5            1.SL.PKI.6</p>	<p>1.FL.SC.6            1.FL.SC.6d            1.FL.SC.6i            1.FL.SC.6j            1.FL.SC.6k            1.FL.SC.6l</p>	<p>1.RL.KID.1            1.RL.KID.2            1.RL.KID.3            1.RL.IKI.7            1.RL.RRTC.10            1.FL.PA.2d            1.FL.PWR.3b            1.FL.F.5a            1.FL.F.5b            1.FL.F.5c</p>	<p>1.W.TTP.1            1.W.TTP.3            1.W.PDW.5</p>		<p>1.FL.SC.6i            1.FL.SC.6k</p>

# Grade 1 Curriculum Map

## Skills Unit 4

<b>Unit Summary</b> <p>Introduces the most common (or least ambiguous) spellings for /r/-controlled vowel sounds. Students learn the concept of a syllable and practice with two-syllable words. Students are introduced to past-tense verb forms ending with <i>-ed</i> as they continue to work with nouns and verbs in phrases. Students are introduced to adjectives and they practice descriptive writing.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Read and write words with r-controlled vowels</li> <li>• Review long vowel spellings, including digraphs</li> <li>• Identify and use contractions</li> <li>• Spell grade-level words correctly</li> <li>• Divide multi-syllable words into parts</li> <li>• Read and spell Tricky Words <i>today, yesterday, tomorrow</i></li> <li>• Read and write past tense verbs with -ed</li> <li>• Compose descriptive writing pieces</li> <li>• Mid-Year Assessment</li> </ul>			
<b>Unit Length:</b> 28 Days <b>Anchor Text:</b> <i>The Green Fern Zoo</i> <b>Text Type:</b> Informational <b>Lexile:</b> 610L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Students read the decodable Reader “The Green Fern Zoo” to practice fluency.</li> <li>• The main character is fictional, but the information in the book is factual.</li> <li>• Informational text features such as headings and a picture glossary are introduced.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RL.CS.5 1.RI.KID.1 K.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.5 1.RI.IKI.7 1.RI.IKI.8 1.RI.IKI.9 1.RI.RRTC.10 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3d 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b	1.W.TTP.2 1.W.PDW.5 1.W.PDW.6 1.W.RBPK.8	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6b 1.FL.SC.6d 1.FL.SC.6e 1.FL.SC.6 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7a <sup>ii</sup> 1.FL.VA.7a <sup>iii</sup> 1.FL.VA.7b 1.FL.VA.7b <sup>i</sup> 1.FL.VA.7c	1.RL.KID.1 1.RI.KID.1 1.RI.RRTC.10 1.FL.PA.2 1.FL.PA.2c 1.FL.PWR.3b 1.FL.PWR.3d 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5a 1.FL.F.5b	1.W.TTP.2 1.W.PDW.5		1.FL.SC.6a 1.FL.SC.6d 1.FL.SC.6e 1.FL.SC.6 1.FL.SC.6j 1.FL.SC.6l

# Grade 1 Curriculum Map

## Skills Unit 5

<b>Unit Summary</b> <p>Students begin learning spelling alternatives that make up the advanced code. They practice making nouns plural and changing spelling when adding suffixes. In grammar, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. They plan, draft, and edit a letter in which they express their opinions to the main character of the Student Reader.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Segment and blend two-syllable words</li> <li>Read and write spelling alternatives for /ch/, /j/, /v/, and /r/</li> <li>Review single and double-letter consonants</li> <li>Form plural nouns by adding -s, -es</li> <li>Write words with suffixes -ed or -ing</li> <li>Spell grade-level words correctly</li> <li>Identify and write different sentence types</li> <li>Use the writing process to compose a letter expressing an opinion</li> <li>Unit Assessment</li> </ul>			
<b>Unit Length:</b> 22 Days				<b>Anchor Text:</b> <i>Kate's Book</i> <b>Text Type:</b> Literary <b>Lexile:</b> 540L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.IKI.7 1.RL.RRTC.10 1.FL.PC.1 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2a 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b 1.FL.F.5c	1.W.TTP.1 1.W.PDW.5 1.W.PDW.6 1.W.RBPK.7	1.SL.CC.1 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6b 1.FL.SC.6d 1.FL.SC.6e 1.FL.SC.6h 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aii 1.FL.VA.7aiii	1.RL.KID.1 1.RL.RRTC.10 1.FL.PC.1a 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.F.5 1.FL.F.5a 1.FL.F.5b	1.W.TTP.1		1.FL.SC.6b 1.FL.SC.6e 1.FL.SC.6i 1.FL.SC.6k 1.FL.VA.7aiii

# Grade 1 Curriculum Map

## Skills Unit 6

<p><b>Unit Summary</b></p> <p>Students continue to work with several spelling alternatives for consonant sounds. Students review nouns and pronouns and learn to match pronouns to the nouns to which they refer. They plan, draft, and edit a personal narrative.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Segment and blend two-syllable words</li> <li>Read and write spelling alternatives for /s/, /n/, /ng/, /w/</li> <li>Spell grade-level words correctly</li> <li>Use past, present, and future verb tenses</li> <li>Build phrases and expand sentences using adjectives</li> <li>Match pronouns to antecedents</li> <li>Use the writing process to compose a personal narrative</li> <li>Unit Assessment</li> </ul>			
<p><b>Unit Length:</b> 25 Days</p> <p><b>Anchor Text:</b> <i>Grace</i></p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 560L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>Students read the decodable Reader “Grace” to practice fluency.</li> <li>The Reader is about a girl named Grace who lives on a farm in the Midwest. The stories take us through her daily life on a farm and in the country.</li> <li>Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>1.RL.KID.1 1.RL.KID.3 1.RL.IKI.7 1.RL.IKI.9 1.FL.PC.1 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3d 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b 1.FL.F.5c</p>	<p>1.W.TTP.1 1.W.TTP.3 1.W.PDW.5 1.W.RBPK.7</p>	<p>1.SL.CC.1 1.SL.PKI.4 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6b 1.FL.SC.6c 1.FL.SC.6d 1.FL.SC.6e 1.FL.SC.6h 1.FL.SC.6i 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aiii 1.FL.VA.7bi</p>	<p>1.RL.KID.1 1.RL.KID.3 1.RL.IKI.9 1.FL.PA.2 1.FL.PWR.3 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5a 1.FL.F.5b</p>	<p>1.W.TTP.1 1.W.TTP.3 1.W.PDW.5 1.W.PDW.6</p>	<p>1.SL.PKI.4</p>	<p>1.FL.SC.6b 1.FL.SC.6c 1.FL.VA.7ai 1.FL.VA.7aiii</p>

# Grade 1 Curriculum Map

## Skills Unit 7

<p><b>Unit Summary</b></p> <p>Students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. In addition, students learn about the use of conjunctions and commas as well as noun-verb agreement in sentences. Students practice the writing process by planning, drafting, and editing an informative/explanatory text. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 2 teachers via the End-of-Year Summary sheet.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Segment and blend two-syllable words</li> <li>• Read and write spelling alternatives for /ae/, /oe/</li> <li>• Spell grade-level words correctly</li> <li>• Identify and use plural nouns</li> <li>• Identify and use correct noun-verb agreement</li> <li>• Write sentences using conjunctions</li> <li>• Use the writing process to compose instructional writing</li> <li>• End-of-the-Year Assessment</li> </ul>			
<p><b>Unit Length:</b> 21 Days</p> <p><b>Anchor Text:</b> <i>Kay and Martez</i></p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 630L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• The Reader focuses on a young girl, Kay, and her friend Martez, a Mexican-American boy. Kay, Martez, and Kay's family go on a trip to Mexico.</li> <li>• The text incorporates Grade 1 history and geography topics from the CKLA Knowledge strand.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.IKI.9 1.RI.CS.5 1.FL.PC.1a 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3d 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b</p>	<p>1.W.TTP.1 1.W.TTP.2 1.W.PDW.5</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.CC.3 1.SL.PKI.4 1.SL.PKI.6</p>	<p>1.FL.SC.6a 1.FL.SC.6b 1.FL.SC.6d 1.FL.SC.6f 1.FL.SC.6i 1.FL.SC.6 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aiii 1.FL.VA.7c</p>	<p>1.RL.KID.1 1.RL.KID.3 1.FL.PC.1a 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5a</p>	<p>1.W.TTP.1 1.W.TTP.2 1.W.PDW.5</p>		<p>1.FL.SC.6b 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7aiii</p>

**Amplify Core Knowledge Language Arts 2nd Edition  
Grade 1 Curriculum Map**

**Knowledge Domain 1: Fables and Stories**

<p><b>Unit Summary</b></p> <p>Students are introduced to fables and stories that have delighted people for generations, including Aesop’s fables, a folktale of Anansi the Spider, and Beatrix Potter’s “The Tale of Peter Rabbit.” Students increase their vocabulary and reading comprehension skills, learn valuable lessons about virtues and behavior, and become familiar with the key elements of a story.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Deepen comprehension through “Somebody Wanted But So Then” strategy</li> <li>• Set a purpose for listening and understand the meaning behind sayings and phrases</li> <li>• Begin to explore the genre of narrative writing</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 10 Days</p> <p><b>Anchor Text:</b> <i>Fables and Stories</i> (Read-Aloud)</p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 770L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Fables and stories have delighted generations of people around the world and are essential for cultural literacy.</li> <li>• They contain valuable lessons about ethics and behavior, and students will develop an understanding of different types of fiction.</li> <li>• This domain helps students develop a strong foundation for the understanding and enjoyment of fiction.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.CS.4 1.RL.IKI.7 1.RL.IKI.9 1.RL.RRTC.10</p>	<p>1.W.TTP.3 1.W.RBPK.7 1.W.RBPK.8</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.CC.3 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6g 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7c</p>	<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3</p>	<p>1.W.RBPK.7 1.W.RBPK.8</p>		<p>1.FL.SC.6 1.FL.SC.6g</p>

# Grade 1 Curriculum Map

## Knowledge Domain 2: The Human Body

<b>Unit Summary</b> <p>Students are introduced to the systems of the human body and the functions of major organs. They learn about care of the body, germs and disease, vaccines, and keys to good health.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Deepen comprehension through “Somebody Wanted But So Then” strategy</li> <li>• Set a purpose for listening and identify important information in a text</li> <li>• Explore informational writing through collecting and synthesizing information in a group then recording it into a body systems booklet</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> <b>10 Days</b>				<b>Anchor Text:</b> <i>The Human Body</i> (Read-Aloud) <b>Text Type:</b> Informational <b>Lexile:</b> 790L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
1.RI.KID.1 K.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.IKI.7 1.RI.IKI.9 1.RI.RRTC.10	1.W.TTP.2 1.W.RBPK.7	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7biii 1.FL.VA.7c	1.RI.KID.1 K.RI.KID.2 1.RI.KID.3 1.RI.IKI.7	1.W.TTP.2		

# Grade 1 Curriculum Map

## Knowledge Domain 3: Different Lands, Similar Stories

<b>Unit Summary</b> <p>Students encounter different cultures from around the world as they explore the ways in which folktales from different lands treat similar themes or characters, including variations on the Cinderella story, the adventures of supernaturally small characters, and the exploits of cunning tricksters.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Deepen comprehension through “Somebody Wanted But So Then” strategy</li> <li>• Set a purpose for listening and make text-to-text connections</li> <li>• Retell stories using story grammar and a correct sequence of events</li> <li>• Compare and contrast fairy tales and folktales</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 9 Days				<b>Anchor Text:</b> <i>Different Lands, Similar Stories</i> (Read-Aloud) <b>Text Type:</b> Literary <b>Lexile:</b> 770L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.IKI.7 1.RL.IKI.9 1.RL.RRTC.10		1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6g 1.FL.VA.7a 1.FL.VA.7b 1.FL.VA.7biii 1.FL.VA.7c	1.RL.KID.3 1.RL.IKI.9			



# Grade 1 Curriculum Map

## Knowledge Domain 4: Early World Civilizations

<p><b>Unit Summary</b></p> <p>What is needed to build a civilization? Going back to the ancient Middle East, students explore Mesopotamia and Egypt and learn about the importance of rivers, farming, writing, laws, art, and beliefs.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Deepen comprehension through “Somebody Wanted But So Then” strategy</li> <li>• Set a purpose for listening and identify important information in a text</li> <li>• Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 16 Days</p> <p><b>Anchor Text:</b> <i>Early World Civilizations</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 950L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Civilizations have fundamental features, including cities and government, forms of communication, and religion.</li> <li>• The Tigris and Euphrates rivers were vital to the establishment of Mesopotamia, from which we received the earliest form of writing and first codification of laws.</li> <li>• Egypt was founded on the Nile river, and its contributions include hieroglyphics, pharaohs, pyramids, and the significance of mummification.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.CS.6 1.RL.IKI.7 1.RL.RRTC.10 1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.5 1.RI.IKI.7 1.RI.IKI.9 1.RI.RRTC.10</p>	<p>1.W.TTP.2 1.W.TTP.3 1.W.RBPK.7 1.W.RBPK.8</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6c 1.FL.SC.6h 1.FL.VA.7a 1.FL.VA.7a ii 1.FL.VA.7b 1.FL.VA.7b i 1.FL.VA.7b ii 1.FL.VA.7b iii 1.FL.VA.7c</p>	<p>1.RI.KID.2 1.RI.KID.3 1.RI.IKI.7 1.RI.IKI.9</p>	<p>1.W.TTP.3 1.W.RBPK.7</p>	<p>1.SL.PKI.4</p>	<p>1.FL.SC.6c</p>

# Grade 1 Curriculum Map

## Knowledge Domain 5: Early American Civilizations

<p><b>Unit Summary</b></p> <p>Students compare and contrast key features of the early civilizations of the Maya, Aztec, and Inca, and explore the development of cities such as Tenochtitlan and Machu Picchu. They are also introduced to the work of archaeologists who unearth ancient civilizations.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Set a purpose for listening</li> <li>• Identify important information in a text</li> <li>• Explore informational writing through collecting and synthesizing information, and recording it in charts, graphic organizers, and a written paragraph</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 11 Days</p> <p><b>Anchor Text:</b> <i>Early American Civilizations</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational/Literary</p> <p><b>Lexile:</b> 950L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• The Maya, Aztec, and Inca civilizations had shared features, including farming, the establishment of cities and government, and religion.</li> <li>• Despite having common features, these civilizations were all unique in their own ways.</li> <li>• Much of what we learn about people from the past is discovered by archeologists, who study artifacts from the past and use that information to make informed hypotheses.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.IKI.7 1.RL.RRTC.10 1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.IKI.7 1.RI.IKI.9 1.RI.RRTC.10</p>	<p>1.W.TTP.2 1.W.RBPK.7 1.W.RBPK.8</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6c 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7bii 1.FL.VA.7biii 1.FL.VA.7biv 1.FL.VA.7c</p>	<p>1.RI.KID.2</p>	<p>1.W.TTP.2</p>		

# Grade 1 Curriculum Map

## Knowledge Domain 6: Astronomy

<p><b>Unit Summary</b></p> <p>In this introduction to the solar system, students learn about Earth in relation to the moon, the other planets, the sun, and the stars. They learn about the sun as a source of light, heat, and energy. And they are introduced to space exploration, including the Apollo missions to the moon.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Set a purpose for listening</li> <li>• Identify important information in a text</li> <li>• Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers</li> <li>• Explore opinion writing by stating an opinion and supplying reasons to support it</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 9 Days</p> <p><b>Anchor Text:</b> <i>Astronomy</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 1020L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• The Earth is one of many different celestial bodies within our solar system.</li> <li>• The sun, stars, moon, and other planets relate to the earth's position in space in definite ways.</li> <li>• The sun is a star and the source of light, heat, and energy for the earth.</li> <li>• NASA, the Space Race, the Apollo missions and astronauts have all contributed to what we know about space.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>1.RL.KID.1 1.RL.CS.4 1.RL.CS.5 1.RL.RRTC.10 1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.6 1.RI.IKI.7 1.RI.IKI.8 1.RI.IKI.9 1.RI.RRTC.10</p>	<p>1.W.TTP.1 1.W.TTP.2 1.W.RBPK.7 1.W.RBPK.8</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6f 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aii 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7bii 1.FL.VA.7biii 1.FL.VA.7biv 1.FL.VA.7c</p>	<p>1.RL.CS.5 1.RI.KID.2 1.RI.IKI.9</p>	<p>1.W.TTP.1 1.W.TTP.2 1.W.RBPK.8</p>		

# Grade 1 Curriculum Map

## Knowledge Domain 7: The History of the Earth

<b>Unit Summary</b> Students learn about the geographical features of the earth's surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Set a purpose for listening</li> <li>• Identify important information in a text</li> <li>• Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 8 Days				<b>Anchor Text:</b> <i>The History of the Earth</i> (Read-Aloud) <b>Text Type:</b> Informational <b>Lexile:</b> 1020L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.5 1.RI.CS.6 1.RI.IKI.7 1.RI.RRTC.10 1.FL.PA.2	1.W.TTP.2 1.W.PDW.6 1.W.RBPK.7 1.W.RBPK.8	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6f 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aii 1.FL.VA.7aiii 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7bii 1.FL.VA.7biii 1.FL.VA.7c	1.RI.KID.2 1.RI.KID.3 1.RI.CS.5 1.RI.IKI.7	1.W.TTP.2		

# Grade 1 Curriculum Map

## Knowledge Domain 8: Animals and Habitats

<b>Unit Summary</b> Students focus on the interconnectedness of living things with their physical environment as they learn what a habitat is and explore plants and animals in specific types of habitats.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Set a purpose for listening</li> <li>• Identify important information in a text</li> <li>• Explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 9 Days <b>Anchor Text:</b> <i>Animals and Habitats</i> (Read-Aloud) <b>Text Type:</b> Informational <b>Lexile:</b> 1010L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• All living things are interconnected to both their environments and other living things.</li> <li>• Different plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat.</li> <li>• Animals can be classified by the types of foods they eat, and one example of interconnectedness is the food chain to which all living things belong.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.IKI.7 1.RI.IKI.8 1.RI.IKI.9 1.RI.RRTC.10	1.W.TTP.1 1.W.TTP.2	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6f 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7biv 1.FL.VA.7c	1.RI.KID.2	1.W.TTP.2	1.SL.PKI.4	

# Grade 1 Curriculum Map

## Knowledge Domain 9: Fairy Tales

<p><b>Unit Summary</b></p> <p>Students are introduced to fairy tales that have been favorites for generations, including “Sleeping Beauty,” “Rumpelstiltskin,” “The Frog Prince,” “Hansel and Gretel,” and “Jack and the Beanstalk.” Students learn about the Brothers Grimm, identify common elements of fairy tales, consider problems and solutions, make interpretations, and compare and contrast different tales.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Deepen comprehension by identifying the elements of a fairy tale</li> <li>• Set a purpose for listening and compare and contrast literary ideas such as Fantasy and Reality and Hero and Villain</li> <li>• Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 9 Days</p> <p><b>Anchor Text:</b> <i>Fairy Tales</i> (Read-Aloud)</p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 830L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Fairy tales are a unique type of fiction, with distinct elements, that still maintain traditional story grammar.</li> <li>• Students will explore concepts such as bravery and heroism, good and evil, and valuable life lessons.</li> <li>• The Brothers Grimm shared these tales with others because of their ability to make people feel happy, sad, and sometimes afraid.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.CS.4 1.RL.CS.5 1.RL.IKI.7 1.RL.IKI.9 1.RL.RRTC.10	1.W.TTP.1 1.W.TTP.3 1.W.PDW.5 1.W.PDW.6 1.W.RBPK.7 1.W.RBPK.8	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6f 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aiii 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7biv 1.FL.VA.7c	1.RL.KID.2 1.RL.KID.3 1.RL.IKI.9	1.W.TTP.3 1.W.PDW.5 1.W.RBPK.7 1.W.RBPK.8		

# Grade 1 Curriculum Map

## Knowledge Domain 10: A New Nation: American Independence

<b>Unit Summary</b> <p>Students learn about the birth of the United States of America. They are introduced to important historical figures and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of patriotic symbols, including the U.S. flag, the Liberty Bell, and the bald eagle.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Set a purpose for listening</li> <li>• Deepen comprehension through “Somebody Wanted But So Then” strategy</li> <li>• Identify important information and sequence events in a text</li> <li>• Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> <b>12 Days</b>				<b>Anchor Text:</b> <i>A New Nation: American Independence</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 950L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
1.RL.KID.1 1.RL.KID.2 1.RL.CS.4 1.RL.IKI.7 1.RL.RRTC.10 1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.6 1.RI.IKI.7 1.RI.IKI.8 1.RI.IKI.9 1.RI.RRTC.10	1.W.TTP.2 1.W.PDW.5 1.W.RBPK.7 1.W.RBPK.8	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6d 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7c	1.RI.KID.1 1.RI.KID.2 1.RI.CS.6	1.W.TTP.2	1.SL.CC.2	

# Grade 1 Curriculum Map

## Knowledge Domain 11: Frontier Explorers

<p><b>Unit Summary</b></p> <p>Students are introduced to early exploration of the American West and learn about key figures such as Daniel Boone, Lewis and Clark, and Sacagawea. They learn how colonists spread westward, including their struggles and successes and their interactions with native peoples.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Set a purpose for listening</li> <li>• Deepen comprehension through “Somebody Wanted But So Then” strategy</li> <li>• Identify important information and sequence events in a text</li> <li>• Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 11 Days</p> <p><b>Anchor Text:</b> <i>Frontier Explorers</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 1060L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• The American frontier, explorers, and important events all pave the way for westward expansion of the United States.</li> <li>• The Appalachian Mountains were difficult to traverse and acted as a barrier to colonists who wanted to settle farther west.</li> <li>• Daniel Boone, the Louisiana Purchase, Lewis and Clark’s expeditions, and the role of Native Americans are all key to understanding what led to westward expansion.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.IKI.7 1.RI.IKI.8 1.RI.RRTC.10	1.W.TTP.2 1.W.PDW.6 1.W.RBPK.7 1.W.RBPK.8	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6i 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aiii 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7c	1.RI.KID.2 1.RI.KID.3	1.W.TTP.2 1.W.RBPK.8		1.FL.VA.7biii



# Amplify Core Knowledge Language Arts 2nd Edition

## Grade 2 Curriculum Map

### Skills Unit 1

<b>Unit Summary</b> This unit focuses on reviewing various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Review letter-sound correspondences</li> <li>Read and write words with short vowel sounds</li> <li>Read and spell Tricky Words from G1</li> <li>Read and write two-syllable words</li> <li>Read and spell words with suffixes -ing, -ed</li> <li>Read, write and pronounce words with past tense suffix -ed pronounced three different ways</li> <li>Spell grade-level words correctly</li> <li>Write sentences with correct capitalization and punctuation</li> <li>Beginning-of-the-Year Placement Assessment</li> <li>Unit Assessment</li> </ul>			
<b>Unit Length:</b> 22 Days <b>Anchor Text:</b> <i>The Cat Bandit</i> <b>Text Type:</b> Literary <b>Lexile:</b> 480L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>The stories in the Reader <i>The Cat Bandit</i>, tell of the adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach.</li> <li>The stories are 100% decodable, based on previous CKLA instruction and quick G2 review</li> <li>Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RL.KID.1 2.RL.KID.2 2.RL.KID.3 2.RL.CS.5 2.RL.IKI.7 2.RL.RRTC.10 2.FL.PWR.3 2.FL.PWR.3a 2.FL.PWR.3b 2.FL.PWR.3c 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5 2.FL.F.5a 2.FL.F.5b 2.FL.F.5c	2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c	2.SL.CC.1 2.SL.CC.2 2.SL.PKI.6	2.FL.SC.6 2.FL.SC.6d 2.FL.SC.6e 2.FL.SC.6f 2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aiv 2.FL.VA.7v 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7bii 2.FL.VA.7c	2.RL.KID.1 2.RL.KID.2 2.RL.KID.3 2.RL.CS.5 2.RL.IKI.7 2.FL.PWR.3a 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5 2.FL.F.5b 2.FL.F.5c			2.FL.SC.6d

# Grade 2 Curriculum Map

## Skills Unit 2

<b>Unit Summary</b> <p>Focus is on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice with a number of high-frequency Tricky Words. They learn about the use of quotation marks and begin instruction in the writing process, writing narratives and opinions.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Review letter-sound correspondences</li> <li>Read one and two-syllable words with short and long vowels, including vowels with spelling alternatives</li> <li>Read contractions and identify their non-contracted equivalents</li> <li>Read and spell high-frequency Tricky Words</li> <li>Spell grade-level words correctly</li> <li>Use quotation marks in writing</li> <li>Use the writing process to compose a narrative</li> <li>Unit Assessment</li> </ul>			
<b>Unit Length:</b> 16 Days <b>Anchor Text:</b> <i>Bedtime Tales</i> <b>Text Type:</b> Literary <b>Lexile:</b> 430L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>The Reader for this unit is <i>Bedtime Tales</i>. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories.</li> <li>Close reading lessons are introduced in this unit using chapters from the Reader.</li> <li>Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RL.KID.1 2.RL.KID.2 2.RL.KID.3 2.RL.CS.5 2.RL.IKI.7 2.RL.RRTC.10 2.FL.PWR.3 2.FL.PWR.3a 2.FL.PWR.3b 2.FL.PWR.3c 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5 2.FL.F.5a 2.FL.F.5b 2.FL.F.5c	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.4 2.W.PDW.5 2.W.PDW.6 2.W.RBPK.8 2.W.RW.10	2.SL.CC.1 2.SL.CC.2 2.SL.PKI.6	2.FL.SC.6 2.FL.SC.6d 2.FL.SC.6e 2.FL.SC.6f 2.FL.SC.6 2.FL.SC.6j 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7bii	2.RL.KID.1 2.RL.KID.2 2.RL.CS.5 2.FL.PWR.3a 2.FL.PWR.3c 2.FL.PWR.3d 2.FL.F.5 2.FL.F.5a 2.FL.F.5b 2.FL.F.5c	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5 2.W.PDW.6		2.FL.SC.6f 2.FL.SC.6j 2.FL.VA.7bii

# Grade 2 Curriculum Map

## Skills Unit 3

<p><b>Unit Summary</b></p> <p>Introduces spelling alternatives for vowel sounds, as well as various tricky spellings (spellings that can stand for more than one sound). Students practice writing a personal narrative. Grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. Students are also introduced to antonyms and synonyms.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Review letter-sound correspondences</li> <li>Read words with short and long vowels, including vowels with spelling alternatives</li> <li>Read and write words with Tricky Spellings</li> <li>Read and spell high-frequency Tricky Words</li> <li>Use capitalization, quotation marks, and ending punctuation correctly</li> <li>Identify and use common and proper nouns, antonyms, synonyms, and verbs</li> <li>Use the writing process to compose a personal narrative</li> <li>Unit Assessment</li> </ul>			
<p><b>Unit Length:</b> 25 Days</p> <p><b>Anchor Text:</b> <i>Kids Excel</i></p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 510L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>The Reader for this unit is <i>Kids Excel</i>. This fictional Reader consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, rock skipping. Each profile progresses across several selections.</li> <li>Close reading lessons in this unit use chapters from the Reader.</li> <li>Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>2.RL.KID.1 2.RL.KID.2 2.RL.CS.4 2.RL.CS.5 2.FL.PWR.3 2.FL.PWR.3a 2.FL.PWR.3b 2.FL.PWR.3c 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5 2.FL.F.5a 2.FL.F.5b 2.FL.F.5c</p>	<p>2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.4 2.W.PDW.5 2.W.RBPK.8 2.W.RW.10</p>	<p>2.SL.CC.1 2.SL.CC.2 2.SL.PKI.6</p>	<p>2.FL.SC.6 2.FL.SC.6e 2.FL.SC.6f 2.FL.SC.6 2.FL.WC.4e 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7bii 2.FL.VA.7c</p>	<p>2.RL.KID.1 2.FL.PWR.3a 2.FL.PWR.3b 2.FL.PWR.3c 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5a</p>			<p>2.FL.SC.6 2.FL.SC.6e 2.FL.SC.6 2.FL.VA.7bii</p>

# Grade 2 Curriculum Map

## Skills Unit 4

<p><b>Unit Summary</b></p> <p>Students are introduced to more spelling alternatives for vowel sounds, as well as three tricky spellings. Students practice persuasive writing as part of a friendly letter. In grammar, students review singular and regular plural nouns, as well as common and proper nouns. They are introduced to the formation of irregular plural nouns, as well as action verbs and <i>to be</i> verbs.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Read words and write words with alternative vowel spellings</li> <li>• Use capitalization, quotation marks, and ending punctuation correctly</li> <li>• Identify and use irregular plural nouns</li> <li>• Use apostrophes to show possession</li> <li>• Use titles such as Mr., Mrs., and other proper nouns</li> <li>• Use past and present tense of the verb <i>to be</i></li> <li>• Use the writing process to compose a persuasive letter</li> <li>• Unit Assessment</li> </ul>			
<p><b>Unit Length:</b> 25 Days</p>				<p><b>Anchor Text:</b> <i>The Job Hunt</i></p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 470L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>2.RL.KID.1 2.RL.KID.2 2.RL.CS.5 2.FL.PWR.3 2.FL.PWR.3a 2.FL.PWR.3b 2.FL.PWR.3c 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5 2.FL.F.5a 2.FL.F.5b 2.FL.F.5c</p>	<p>2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5</p>		<p>2.FL.SC.6 2.FL.SC.6a 2.FL.SC.6b 2.FL.SC.6d 2.FL.SC.6f 2.FL.SC.6 2.FL.SC.6h 2.FL.SC.6i 2.FL.SC.6j</p>	<p>2.RL.KID.1 2.RL.CS.5 2.FL.PWR.3 2.FL.PWR.3a 2.FL.PWR.3b 2.FL.PWR.3c 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.F.5 2.FL.F.5a 2.FL.F.5b 2.FL.F.5c</p>	<p>2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c</p>		<p>2.FL.SC.6a 2.FL.SC.6b 2.FL.SC.6d 2.FL.SC.6f 2.FL.SC.6h 2.FL.SC.6j</p>
<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• <i>The Job Hunt</i> is a fictional Reader that describes a nineteen-year-old girl's search for a job in New York City with the help of her younger brother. The Introduction contains information about New York City, including a map.</li> <li>• Close reading lessons in this unit use chapters from the Reader.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>							

# Grade 2 Curriculum Map

## Skills Unit 5

<p><b>Unit Summary</b></p> <p>Introduces spelling alternatives for vowel sounds and the schwa sound. Students practice chunking phonemes as a means of reading multi-syllable words. They review grammar skills and learn about adjectives, as well as how to identify the subject and predicate in a complete sentence. Additionally, students continue to practice narrative writing by rewriting an ending to a story from their Student Reader.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Read words and write words with alternative vowel spellings</li> <li>• Alphabetize words</li> <li>• Read and write words with /ə/ (schwa) sounds</li> <li>• Identify the subject and predicate in sentences</li> <li>• Understand and use adjectives in sentences</li> <li>• Use correct capitalization, punctuation, and grammar in writing</li> <li>• Read and write words with the suffix -tion</li> <li>• Use the writing process to write a different ending to a story from the Reader</li> <li>• Unit Assessment</li> </ul>			
<p><b>Unit Length:</b> 30 Days</p>				<p><b>Anchor Text:</b> <i>Sir Gus</i> <b>Text Type:</b> Literary <b>Lexile:</b> 660L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>2.RL.KID.1 2.RL.KID.3 2.RL.CS.5 2.RL.IKI.7 2.FL.PWR.3 2.FL.PWR.3a 2.FL.PWR.3b 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5 2.FL.F.5a 2.FL.F.5b 2.FL.F.5c</p>	<p>2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5</p>		<p>2.FL.SC.6 2.FL.SC.6a 2.FL.SC.6b 2.FL.SC.6d 2.FL.SC.6e 2.FL.SC.6 2.FL.SC.6h 2.FL.SC.6j 2.FL.WC.4e 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aiii 2.FL.VA.7v 2.FL.VA.7c</p>	<p>2.RL.KID.1 2.RL.KID.3 2.RL.CS.5 2.RL.IKI.7 2.FL.PWR.3b 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5a</p>	<p>2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5</p>		<p>2.FL.SC.6 2.FL.SC.6e 2.FL.SC.6 2.FL.WC.4e 2.FL.VA.7ai 2.FL.VA.7c</p>

# Grade 2 Curriculum Map

## Skills Unit 6

<b>Unit Summary</b> <p>Introduces several new spelling alternatives for vowel and consonant sounds. Students review grammar skills and learn about adverbs. They also learn to distinguish complete from incomplete sentences, as well as how to identify and correct run-on sentences. Students are introduced to expository or report writing. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 3 teachers via the End-of-Year Summary sheet.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Read words and write words with Tricky and alternative vowel and consonant spellings</li> <li>• Alphabetize to the second letter</li> <li>• Identify and use adverbs</li> <li>• Identify complete and incomplete sentences</li> <li>• Correct run-on sentences</li> <li>• Use correct capitalization, punctuation, and grammar in writing</li> <li>• Take notes from the text</li> <li>• Use the writing process to write a multi-paragraph report</li> <li>• End-of-the-Year Assessment</li> </ul>			
<b>Unit Length:</b> 36 Days <b>Anchor Text:</b> <i>The War of 1812</i> <b>Text Type:</b> Informational <b>Lexile:</b> 580L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• The letter-sound correspondences taught in CKLA up to this point represent most of the important letter-sound correspondences needed to read English writing.</li> <li>• The Reader for this unit is <i>The War of 1812</i> and covers topics included in G2 Domain 5 of the Knowledge Strand.</li> <li>• Students answer comprehension questions orally and/or in writing after reading each story.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
2.RL.KID.1 2.RL.RRTC.10 2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.CS.4 2.RI.CS.5 2.RI.CS.6 2.RI.IKI.7 2.RI.IKI.8 2.RI.RRTC.10 2.FL.PWR.3 2.FL.PWR.3a 2.FL.PWR.3c 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5 2.FL.F.5a 2.FL.F.5b 2.FL.F.5c	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.PDW.5	2.SL.CC.1 2.SL.CC.2 2.SL.PKI.6	2.FL.SC.6 2.FL.SC.6d 2.FL.SC.6e 2.FL.SC.6f 2.FL.SC.6j 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7v 2.FL.VA.7b 2.FL.VA.7c	2.RI.KID.1 2.RI.KID.3 2.RI.CS.4 2.RI.CS.5 2.RI.CS.6 2.RI.IKI.7 2.RI.IKI.8 2.RI.RRTC.10 2.FL.PWR.3a 2.FL.PWR.3b 2.FL.PWR.3c 2.FL.PWR.3d 2.FL.PWR.3e 2.FL.PWR.3f 2.FL.F.5a 2.FL.F.5b 2.FL.F.5c	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c		2.FL.SC.6d 2.FL.SC.6e 2.FL.SC.6f 2.FL.SC.6j

# Amplify Core Knowledge Language Arts 2nd Edition

## Grade 2 Curriculum Map

### Knowledge Domain 1: Fairy Tales and Tall Tales

<b>Unit Summary</b> Students are introduced to three classic fairy tales: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” They consider characteristic elements of fairy tales and consider problems faced by the characters as well as lessons each story conveys. Students then turn to the American frontier and tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. They learn about the characteristics of tall tales, such as exaggeration and larger-than-life characters.				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of Fairy Tales and Tall Tales genres</li> <li>• Set a purpose for listening and understand the concept of exaggeration</li> <li>• Distinguish details of idioms and multiple meaning words</li> <li>• Identify regular and irregular plurals</li> <li>• Compare and contrast two tall tales using a graphic organizer</li> <li>• Experiment with narrative writing by rewriting a classic tale</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 8 Days				<b>Anchor Text:</b> <i>Fairy Tales and Tall Tales</i> (Read-Aloud) <b>Text Type:</b> Literary <b>Lexile:</b> 780L			
<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Fairy Tales and Tall Tales lay the foundation of understanding stories in future grades.</li> <li>• Fairy Tales is a continuation and deepening of prior knowledge about the genre and will allow for a greater understanding of story grammar.</li> <li>• Tall Tales introduces students to the setting of the American frontier and some of the occupations there.</li> </ul>							
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RL.KID.1 2.RL.KID.2 2.RL.KID.3 2.RL.CS.6 2.RL.IKI.7 2.RL.IKI.9 2.RL.RRTC.10	2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.RBPK.7 2.W.RBPK.8	2.SL.CC.1 2.SL.CC.2 2.SL.PKI.4 2.SL.PKI.6	2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aii 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7c	2.RL.KID.2 2.RL.KID.3 2.RL.CS.5 2.RL.IKI.9	2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c		

# Grade 2 Curriculum Map

## Knowledge Domain 2: Early Asian Civilizations

<b>Unit Summary</b> <p>Students are introduced to the continent of Asia and its two most populous countries, India and China. Students learn about early India, the importance of the Indus and Ganges Rivers, and the basics of their culture. Students then explore early Chinese civilization and its lasting contributions, including paper, silk, and the Great Wall of China. In addition, students are introduced to related folktales and poetry, including “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” and “The Magic Paintbrush.”</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Identify key components of a civilization</li> <li>• Identify trickster tales and folktales as a type of fiction</li> <li>• Effectively write and use regular and irregular past tense verbs</li> <li>• Successfully plan, draft, and publish an informational book about China</li> <li>• Summarize a text in “Somebody Wanted But So Then” format</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 14 Days <b>Anchor Text:</b> <i>Early Asian Civilizations</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 970L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• India and China, the two most populous countries in Asia, were able to form because of mighty rivers.</li> <li>• Hinduism and Buddhism, two religions in India, were major forces that shaped early Indian civilization.</li> <li>• The early Chinese civilization provided many contributions to the world, including paper, silk, and the Great Wall of China.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RL.KID.1 2.RL.KID.2 2.RL.KID.3 2.RL.CS.6 2.RL.IKI.7 2.RL.RRTC.10 2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.IKI.7 2.RI.IKI.9 2.RI.RRTC.10	2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5 2.W.RBPK.7 2.W.RBPK.8	2.SL.CC.1 2.SL.CC.2 2.SL.CC.3 2.SL.PKI.4 2.SL.PKI.6	2.FL.SC.6 2.FL.SC.6b 2.FL.SC.6d 2.FL.VA.7a 2.FL.VA.7a <sup>ii</sup> 2.FL.VA.7a <sup>iii</sup> 2.FL.VA.7b 2.FL.VA.7b <sup>i</sup> 2.FL.VA.7b <sup>ii</sup> 2.FL.VA.7c	2.RL.KID.2 2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.IKI.9	2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5 2.W.RBPK.7 2.W.RBPK.8	2.SL.CC.2	



# Grade 2 Curriculum Map

## Knowledge Domain 3: The Ancient Greek Civilization

<b>Unit Summary</b> <p>Students explore the civilization of ancient Greece, which lives on in many ways—in our language, government, art and architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, Greek democracy, the gods and goddesses of the ancient Greeks, and the philosophers Socrates, Plato, and Aristotle.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Make predictions about what will happen in a text</li> <li>• Draft a short opinion piece and a short fictional narrative</li> <li>• Compare and contrast the way of life of two Greek city-states</li> <li>• Determine the importance of various leaders and events of Ancient Greece</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 12 Days <b>Anchor Text:</b> <i>The Ancient Greek Civilization</i> (Read-Aloud) <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 1050L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Ancient Greek civilization contributed to many areas of our lives today.</li> <li>• Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own and other governments.</li> <li>• Great philosophers, gods and goddesses, the Olympic games, significant battles, and the conquests of Alexander the Great all added to the importance of the ancient Greeks.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RL.KID.1 2.RL.KID.2 2.RL.KID.3 2.RL.CS.5 2.RL.CS.6 2.RL.IKI.7 2.RL.RRTC.10 2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.CS.4 2.RI.CS.5 2.RI.IKI.7 2.RI.IKI.8 2.RI.IKI.9 2.RI.RRTC.10	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5 2.W.PDW.6 2.W.RBPK.7 2.W.RBPK.8	2.SL.CC.1 2.SL.CC.2 2.SL.CC.3 2.SL.PKI.4 2.SL.PKI.6	2.FL.SC.6 2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aii 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7bii 2.FL.VA.7c	2.RL.KID.1	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5 2.W.RBPK.7 2.W.RBPK.8	2.SL.CC.2 2.SL.PKI.4	

# Grade 2 Curriculum Map

## Knowledge Domain 4: Greek Myths

<p><b>Unit Summary</b></p> <p>Building on the Ancient Greek Civilization domain, students explore several well-known Greek myths and mythical characters, including Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students learn about common characteristics of myths and examine story elements in the myths.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Identify Greek myths as a type of fiction</li> <li>Identify common characteristics of Greek myths</li> <li>Demonstrate understanding of key vocabulary</li> <li>Sequence story events and make predictions</li> <li>Plan, draft and edit a fictional narrative in the style of a Greek myth</li> <li>Collect and synthesize information with graphic organizers</li> <li>Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 10 Days</p>				<p><b>Anchor Text:</b> <i>Greek Myths</i> (Read-Aloud)</p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 920L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>2.RL.KID.1 2.RL.KID.2 2.RL.KID.3 2.RL.CS.5 2.RL.CS.6 2.RL.IKI.7 2.RL.IKI.9 2.RL.RRTC.10</p>	<p>2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5 2.W.PDW.6 2.W.RBPK.8</p>	<p>2.SL.CC.1 2.SL.CC.2 2.SL.PKI.4 2.SL.PKI.5 2.SL.PKI.6</p>	<p>2.FL.SC.6 2.FL.SC.6e 2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aii 2.FL.VA.7aiii 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7c</p>	<p>2.RL.KID.2 2.RL.KID.3 2.RL.CS.6</p>	<p>2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5 2.W.PDW.6 2.W.RBPK.8</p>	<p>2.SL.PKI.4</p>	

# Grade 2 Curriculum Map

## Knowledge Domain 5: The War of 1812

<b>Unit Summary</b> <p>Students are introduced to major figures and events in the War of 1812, sometimes called America’s second war for independence. Students learn about James and Dolley Madison, “Old Ironsides,” “The Star-Spangled Banner,” the Battle of New Orleans, and more, all of which build a foundation for more in-depth study in later grades.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Plan, write, and present a persuasive speech</li> <li>• Create a Picture Gallery of important people and events connected with the War of 1812</li> <li>• Deepen comprehension and cite evidence from the text</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> <b>8 Days</b>				<b>Anchor Text:</b> <i>The War of 1812</i> (Read-Aloud) <b>Text Type:</b> Informational <b>Lexile:</b> 820L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.CS.4 2.RI.IK1.7 2.RI.IK1.9 2.RI.RRTC.10	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.RBPK.7 2.W.RBPK.8	2.SL.CC.1 2.SL.CC.2 2.SL.PKI.4 2.SL.PKI.6	2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aiii 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7c	2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.IK1.9	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c	2.SL.PKI.4	

# Grade 2 Curriculum Map

## Knowledge Domain 6: Cycles in Nature

<b>Unit Summary</b> <p>Students are introduced to natural cycles that make life on Earth possible. Students will learn about seasonal cycles, plant and animal life cycles, and the water cycle. Students will also enjoy poems by Emily Dickinson and Robert Louis Stevenson.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Collect and synthesize information using note-taking tools</li> <li>• Participate in a shared research project by recording observations on scientific phenomena</li> <li>• Write an informational paragraph summarizing the life cycle of a frog</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 9 Days <b>Anchor Text:</b> <i>Cycles in Nature</i> (Read-Aloud) <b>Text Type:</b> Informational <b>Lexile:</b> 940L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Nature has many natural cycles that make life on Earth possible.</li> <li>• Seasonal cycles, flowering plants and trees, animal life cycles, and the water cycle are a few examples of natural cycles.</li> <li>• Natural cycles are interconnected, and a change in one cycle often affects the cycles of many.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RL.KID.1 2.RL.CS.4 2.RL.RRTC.10 2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.CS.4 2.RI.CS.6 2.RI.IKI.7 2.RI.IKI.8 2.RI.IKI.9 2.RI.RRTC.10	2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5 2.W.RBPK.7 2.W.RBPK.8	2.SL.CC.1 2.SL.CC.2 2.SL.CC.3 2.SL.PKI.4 2.SL.PKI.6	2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7aiv 2.FL.VA.7b 2.FL.VA.7bii 2.FL.VA.7c	2.RI.KID.3 2.RI.CS.6	2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c		2.FL.VA.7aiv

# Grade 2 Curriculum Map

## Knowledge Domain 7: Westward Expansion

<b>Unit Summary</b> <p>Students are introduced to an important period in the history of the United States—the time of westward expansion during the 1800s. Students explore why pioneers were willing to endure the hardships to move westward, and learn about innovations in transportation and communication, including the steamboat, the Transcontinental Railroad, and the Pony Express. Students also come to understand the hardships and tragedies that Native Americans endured because of westward expansion.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Write an informational text in the format of a Westward Expansion Quilt</li> <li>• Deepen comprehension and cite evidence from a text</li> <li>• Identify the main topic of a text and compare and contrast two texts about the Erie Canal</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 9 Days <b>Anchor Text:</b> <i>Westward Expansion</i> (Read-Aloud) <b>Text Type:</b> Informational <b>Lexile:</b> 910L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Pioneers were willing and eager to endure hardships to move westward during the 1800s.</li> <li>• Many important innovations in both transportation and communication occurred during that time period.</li> <li>• Native Americans endured both intended and unintended hardships and tragedies as a result of westward expansion.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.CS.4 2.RI.CS.6 2.RI.IKI.7 2.RI.RRTC.10	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.RBPK.8	2.SL.CC.1 2.SL.CC.2 2.SL.PKI.4 2.SL.PKI.5 2.SL.PKI.6	2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aii 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7c	2.RI.KID.3	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c	2.SL.PKI.4	

# Grade 2 Curriculum Map

## Knowledge Domain 8: Insects

<p><b>Unit Summary</b></p> <p>Students learn about the characteristics of insects, the largest group of animals on Earth. Students explore insect life cycles and social insects such as bees and ants. They consider helpful and harmful aspects of insects. This domain lays the foundation for more in-depth study in later grades of life cycles and animal classification.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Plan, draft, and revise an informational narrative</li> <li>• Research, collect, synthesize, and record information in a journal</li> <li>• Deepen comprehension and cite evidence from a text</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 8 Days</p> <p><b>Anchor Text:</b> <i>Insects</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 940L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Insects are the largest group of animals on Earth.</li> <li>• Insects have identifiable characteristics and life cycles, are categorized as either solitary or social, and can be viewed as both helpful and harmful.</li> <li>• Insects are important to the process of pollination and also to the production of honey, some cosmetics, and even medicines.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.CS.4 2.RI.CS.5 2.RI.CS.6 2.RI.IKI.7 2.RI.IKI.8 2.RI.IKI.9 2.RI.RRTC.10	2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.PDW.5 2.W.PDW.6 2.W.RBPK.7 2.W.RBPK.8	2.SL.CC.1 2.SL.CC.2 2.SL.CC.3 2.SL.PKI.4 2.SL.PKI.6	2.FL.SC.6 2.FL.SC.6e 2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aiii 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7c		2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c 2.W.RBPK.7		

# Grade 2 Curriculum Map

## Knowledge Domain 9: The U.S. Civil War

<b>Unit Summary</b> <p>This domain lays the foundation for more in-depth study in later grades of a critical period in American history. Students learn about the controversy between the North and the South over slavery. Students also become familiar with the achievements of key historical figures during this time, including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Compare and contrast oppositional concepts using a T-chart</li> <li>• Demonstrate understanding of key vocabulary</li> <li>• Identify and record relevant information to a Civil War Timeline and Civil War Journal</li> <li>• Deepen comprehension and cite evidence from a text</li> <li>• Domain Assessment</li> </ul>			
<b>Unit Length:</b> 11 Days <b>Anchor Text:</b> <i>The U.S. Civil War</i> (Read-Aloud) <b>Text Type:</b> Informational <b>Lexile:</b> 1060L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Controversy over slavery between the North and the South eventually led to the U.S. Civil War.</li> <li>• Africans were taken from Africa against their will and forced into slavery in the U.S. until the end of the Civil War.</li> <li>• Significant women and men from the time period include Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.CS.4 2.RI.CS.6 2.RI.IKI.7 2.RI.IKI.8 2.RI.IKI.9 2.RI.RRTC.10	2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c	2.SL.CC.1 2.SL.CC.2 2.SL.PKI.4 2.SL.PKI.6	2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aiii 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7c	2.RI.IKI.8 2.RI.IKI.9	2.W.TTP.3 2.W.TTP.3a 2.W.TTP.3b 2.W.TTP.3c		

# Grade 2 Curriculum Map

## Knowledge Domain 10: Human Body: Building Blocks & Nutrition

<p><b>Unit Summary</b></p> <p>Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then proceed to explore a number of topics regarding the human body, including cells, tissues, organs, and body systems, with a focus on the digestive and excretory systems. In addition, students learn about good nutrition and other keys to good health.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Cite evidence from the text when answering questions</li> <li>• Make connections and sequence information to deepen comprehension</li> <li>• Identify and record relevant information in <i>My Human Body Journal</i></li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 9 Days</p> <p><b>Anchor Text:</b> <i>Human Body: Building Blocks &amp; Nutrition</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 950L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Cells form the building blocks of life on Earth.</li> <li>• Collections of cells form tissues, tissues form organs, and organs form systems within the body.</li> <li>• Anton van Leeuwenhoek was important in science for his work with microscopes and the discovery of one-celled bacteria.</li> <li>• The five keys to good health are: eat well, exercise, sleep, keep clean, and have regular checkups.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.CS.4 2.RI.CS.6 2.RI.IKI.7 2.RI.RRTC.10</p>	<p>2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c 2.W.PDW.6 2.W.RBPK.7</p>	<p>2.SL.CC.1 2.SL.CC.2 2.SL.CC.3 2.SL.PKI.4 2.SL.PKI.5 2.SL.PKI.6</p>	<p>2.FL.SC.6 2.FL.SC.6e 2.FL.VA.7a 2.FL.VA.7ai 2.FL.VA.7aiv 2.FL.VA.7b 2.FL.CA.7bi 2.FL.VA.7c</p>	<p>2.RI.KID.3</p>	<p>2.W.TP.2 2.W.TP.2a 2.W.TP.2b 2.W.TP.2c</p>	<p>2.SL.PKI.4</p>	



# Grade 2 Curriculum Map

## Knowledge Domain 11: Immigration

<p><b>Unit Summary</b></p> <p>Students explore the idea of <i>e pluribus unum</i> and the importance of immigration in the history of the United States, with a focus on the great wave of immigration between 1880 and 1920. They learn reasons why people immigrated and why they settled in particular cities or regions. In learning about citizenship, students are introduced to basic knowledge about the Constitution and the Bill of Rights.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Cite evidence from the text when answering questions</li> <li>• Make connections and sequence information to deepen comprehension</li> <li>• Collect and summarize information into short summaries of the read alouds</li> <li>• Plan, draft, and revise a letter</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 10 Days</p>				<p><b>Anchor Text:</b> <i>Immigration</i> (Read-Aloud)  <b>Text Type:</b> Informational  <b>Lexile:</b> 1060L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>2.RI.KID.1                  2.RI.KID.2                  2.RI.KID.3                  2.RI.CS.4                  2.RI.CS.5                  2.RI.CS.6                  2.RI.IKI.7                  2.RI.IKI.8                  2.RI.IKI.9                  2.RI.RRTC.10</p>	<p>2.W.TP.2                  2.W.TP.2a                  2.W.TP.2b                  2.W.TP.2c                  2.W.TTP.3                  2.W.TTP.3a                  2.W.TTP.3b                  2.W.TTP.3c                  2.W.RBPK.7                  2.W.RBPK.8</p>	<p>2.SL.CC.1                  2.SL.CC.2                  2.SL.CC.3                  2.SL.PKI.4                  2.SL.PKI.5                  2.SL.PKI.6</p>	<p>2.FL.SC.6                  2.FL.SC.6                  2.FL.VA.7a                  2.FL.VA.7ai                  2.FL.VA.7a<sup>ii</sup>                  2.FL.VA.7a<sup>iii</sup>                  2.FL.VA.7b                  2.FL.VA.7bi                  2.FL.VA.7c</p>	<p>2.RI.KID.2</p>	<p>2.W.TTP.3                  2.W.TTP.3a                  2.W.TTP.3b                  2.W.TTP.3c</p>	<p>2.SL.CC.1</p>	

# Grade 2 Curriculum Map

## Knowledge Domain 12: Fighting for a Cause

<p><b>Unit Summary</b></p> <p>Students learn about seven key figures who fought for a cause and, against great opposition, stood up for what they believed in: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez. Students explore the connection between ideas and actions and see how people can do extraordinary things to change a nation's understanding and actions.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Cite evidence from the text when answering questions</li> <li>• Make connections and sequence information to deepen comprehension</li> <li>• Draft, edit, and publish free verse poetry</li> <li>• Domain Assessment</li> </ul>			
<p><b>Unit Length:</b> 9 Days</p> <p><b>Anchor Text:</b> <i>Fighting for a Cause</i> (Read-Aloud)</p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 930L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Despite facing immeasurable odds, many ordinary people have stood up and fought for a cause in which they believed.</li> <li>• Some of these beliefs are the abolition of slavery, the right of women to vote, and the welfare of migrant workers.</li> <li>• These heroic people used nonviolent means to make their voices heard, and in doing so, changed peoples' minds, changed laws, and inspired others to make a difference.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
2.RI.KID.1 2.RI.KID.2 2.RI.KID.3 2.RI.CS.4 2.RI.CS.6 2.RI.IKI.7 2.RI.IKI.8 2.RI.IKI.9 2.RI.RRTC.10	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e 2.W.PDW.5 2.W.PDW.6 2.W.RBPK.7 2.W.RBPK.8	2.SL.CC.1 2.SL.CC.2 2.SL.PKI.4 2.SL.PKI.6	2.FL.SC.6 2.FL.SC.6 2.FL.VA.7a 2.FL.VA.7aiii 2.FL.VA.7aiv 2.FL.VA.7b 2.FL.VA.7bi 2.FL.VA.7bii 2.FL.VA.7c	2.RI.IKI.8	2.W.TTP.1 2.W.TTP.1a 2.W.TTP.1b 2.W.TTP.1c 2.W.TTP.1d 2.W.TTP.1e		

**Amplify Core Knowledge Language Arts 2nd Edition  
Grade 3 Curriculum Map**

**Unit 1: Classic Tales: *The Wind in the Willows***

<p><b>Unit Summary</b></p> <p>Students explore classic tales from different parts of the world, including <i>The Wind in the Willows</i>, <i>Alice in Wonderland</i>, and “<i>Aladdin and the Wonderful Lamp</i>.” They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about characters and themes. Students review significant foundational skills, including short and long vowel sounds, r-controlled vowels, /er/ and its spelling, and syllables with ‘le.’</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Review short and long vowel sounds, r-controlled vowels, alternate spellings, and syllables with ‘le’</li> <li>• Analyze characters, perspective, and point of view</li> <li>• Demonstrate understanding of plot and sequence</li> <li>• Identify themes</li> <li>• Demonstrate understanding of key vocabulary</li> <li>• Write an opinion paragraph</li> <li>• Beginning-of-the-Year Assessment</li> </ul>			
<p><b>Unit Length:</b> 15 Days</p> <p><b>Anchor Text:</b> <i>Classic Tales</i> <b>Text Type:</b> Literary <b>Lexile:</b> 580L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>• Children’s stories come from around the world.</li> <li>• Fictional narratives have common elements: dialogue, narration, characters, plot, and setting.</li> <li>• Literary tools in fiction include personification, perspective, and point of view.</li> <li>• Fiction has themes such as friendship, hospitality, and responsibility.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>3.RL.KID.1 3.RL.KID.2 3.RL.CS.4 3.RL.CS.6 3.RL.IKI.9 3.FL.PWR.3 3.FL.PWR.3c</p>	<p>3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1c 3.W.TTP.1d 3.W.TP.2a 3.W.TP.2b 3.W.TTP.3 3.W.TTP.3a 3.W.TTP.3b 3.W.TTP.3c 3.W.TTP.3d 3.W.PDW.4 3.W.PDW.5 3.W.PDW.6 3.W.RBPK.7</p>	<p>3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4</p>	<p>3.FL.SC.6 3.FL.VA.7a 3.FL.VA.7bi 3.FL.VA.7c</p>	<p>3.RL.KID.1 3.RL.KID.2 3.RL.KID.3 3.RL.CS.4 3.RL.CS.6 3.FL.PWR.3</p>	<p>3.W.TTP.1 3.W.TTP.3 3.W.TTP.3b</p>		<p>3.FL.VA.7a</p>

# Grade 3 Curriculum Map

## Unit 2: Animal Classification

<b>Unit Summary</b> <p>This unit continues students' study of the natural world, explaining how scientists use animals' characteristics to classify and study them. Students apply their knowledge through text-based discussions, informal writing exercises in which they classify animals according to their characteristics, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. Students learn and practice alphabetizing words to the second and third letters, and they spell words with suffixes such as <i>-ed</i>, <i>-ing</i>, and <i>-es</i>. In grammar, students review nouns, verbs, adjectives, subjects, predicates, fragments, and run-on sentences. They study concrete and abstract nouns and write compound sentences by adding subjects and predicates to simple sentences. Students also learn the prefixes <i>un-</i>, <i>non-</i>, <i>re-</i>, and <i>pre-</i> and discuss how adding prefixes changes the meaning of root words and how the parts of speech of words may change.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Record observations and reflections based on informational reading</li> <li>• Review suffixes and root words</li> <li>• Alphabetization to the 2nd and 3rd letter</li> <li>• Developing sentence structure and parts of speech</li> <li>• Understanding concrete and abstract nouns</li> <li>• Identifying and applying prefixes</li> <li>• Writing an informational paragraph</li> <li>• Unit Assessment</li> </ul>			
<b>Unit Length:</b> 15 Days <b>Anchor Text:</b> <i>Rattenborough's Guide to Animals</i> <b>Text Type:</b> Informational <b>Lexile:</b> 770L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Classification is important for organizing, analyzing, and understanding data.</li> <li>• Observation and identification of key details and characteristics.</li> <li>• Engagement in structured inquiry to make reasonable inferences from text evidence.</li> <li>• Provides a foundation for future learning about classification, life cycles, oceans, marine life, and evolution.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
3.RI.KID.1 3.RI.KID.2 3.RI.CS.4 3.RI.CS.5 3.RI.CS.6 3.RI.IKI.7 3.RI.IKI.8 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.F.5 3.FL.F.5a 3.FL.F.5b 3.FL.F.5c	3.W.TTP.1 3.W.TTP.1b 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.PDW.4 3.W.PDW.5 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4 3.SL.PKI.6	3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6c 3.FL.SC.6d 3.FL.SC.6 3.FL.SC.6k 3.FL.WC.4b 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7ai 3.FL.VA.7a <sub>ii</sub> 3.FL.VA.7a <sub>iii</sub> 3.FL.VA.7a <sub>iv</sub> 3.FL.VA.7b 3.FL.VA.7bi 3.FL.VA.7b <sub>ii</sub> 3.FL.VA.7c	3.RI.KID.1 3.RI.KID.2 3.RI.CS.4 3.RI.CS.5 3.RI.IKI.8 3.RI.IKI.9	3.W.TP.2 3.W.TP.2c 3.W.RBPK.8 3.W.RW.10	3.SL.CC.2	3.FL.SC.6a 3.FL.SC.6c 3.FL.SC.6i 3.FL.WC.4b 3.FL.VA.7a <sub>ii</sub>

# Grade 3 Curriculum Map

## Unit 3: The Human Body: Systems and Senses

<b>Unit Summary</b> <p>This unit immerses students in the study of the human body, building their scientific understanding of its skeletal, muscular, and nervous systems. Students read about the role of various body parts and organs associated with each system, such as bones, joints, muscles, nerves, the spinal cord, and the brain. Students also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly, and they learn about difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges. Students write paragraphs, focusing on sentence cohesion and sequence, identifying irrelevant sentences, and composing titles. They review the spelling of regular and irregular plural nouns, as well as adding -s or -es to certain verb forms, and they review changing the letter 'f' to 'v' and adding the suffix -es to create the plural form of words. This unit introduces students to pronouns and asks them to determine subject-verb agreement in sentences, recognizing the pattern of adding -s or -es to third person singular verbs. In this unit, students study the common prefixes <i>dis-</i> and <i>mis-</i> and review the prefixes <i>un-</i>, <i>non-</i>, <i>re-</i>, <i>pre-</i>, <i>dis-</i>, and <i>mis-</i>.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Use a K-W-L chart to organize information</li> <li>• Demonstrate understanding of key vocabulary</li> <li>• Demonstrate ability to pluralize regular and irregular nouns</li> <li>• Create sentences with subject-verb agreement</li> <li>• Develop and order topic, detail, and concluding sentences in a paragraph with a title</li> <li>• Identify and use pronouns and prefixes <i>dis-</i> and <i>mis-</i></li> <li>• Unit Assessment</li> </ul>			
<b>Unit Length:</b> <b>14 Days</b>				<b>Anchor Text:</b> <i>How Does Your Body Work?</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 620L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
3.RL.KID.1 3.RI.KID.1 3.RI.KID.2 3.RI.CS.4 3.RI.IKI.8 3.RI.RRTC.10 3.FL.PWR.3a	3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2d 3.W.PDW.4 3.W.RBPK.8	3.SL.CC.2	3.FL.SC.6a 3.FL.SC.6b 3.FL.SC.6e 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7bi 3.FL.VA.7c	3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.RRTC.10 3.FL.PWR.3a	3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2d 3.W.PDW.4 3.W.RBPK.8		3.FL.SC.6b 3.FL.WC.4a 3.FL.VA.7a

# Grade 3 Curriculum Map

## Unit 4: The Ancient Roman Civilization

<b>Unit Summary</b> <p>Students dive into ancient Rome in this unit, studying its historical events and culture and reading the legend of Romulus and Remus about Rome’s founding and several myths about Roman gods and goddesses. They study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of r-controlled vowels as well as spellings of the sound /ee/. They review verb tenses and the verbs <i>to be</i> and <i>to have</i> as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. They also study the common suffixes –er, –or, –ist, –ian, –y, and –al, reviewing how suffixes change the meaning of root words and how they may change the part of speech of that word. Students develop their opinion writing skills in this unit, working on a range of opinion pieces that culminate in an opinion essay about Rome’s most significant cultural contribution.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Identify the point of view of a text</li> <li>Demonstrate understanding of main idea and key vocabulary</li> <li>Review r-controlled vowels and learn spelling patterns for the /ee/ sound</li> <li>Continue developing subject-verb agreement and correct verb tense usage</li> <li>Suffixes -y, -al, -ist, and -ian</li> <li>Write an opinion essay</li> <li>Unit Assessment</li> </ul>			
<b>Unit Length:</b> 15 Days <b>Anchor Text:</b> <i>Stories of Ancient Rome</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 640L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>This unit serves as a precursor to future, in-depth studies of the Roman Republic and leadership and the decline and fall of the Roman Empire.</li> <li>An introduction to ancient Roman culture, including food, religion, education, and class.</li> <li>Roman geography, history, government, and monumental battles of the Roman Empire.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
3.RL.KID.1 3.RL.KID.2 3.RL.KID.3 3.RL.CS.4 3.RL.CS.5 3.RL.CS.6 3.RL.IKI.9 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.CS.5 3.RI.CS.6 3.RI.IKI.7 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3a 3.FL.PWR.3d 3.FL.F.5 3.FL.F.5a	3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1d 3.W.PDW.5 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4 3.SL.PKI.5	3.FL.SC.6d 3.FL.SC.6e 3.FL.SC.6f 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7ai 3.FL.VA.7aii 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7bii 3.FL.VA.7c	3.RL.KID.1 3.RL.KID.3 3.RL.IKI.9 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.7 3.RI.IKI.9 3.RI.RRTC.10	3.W.TTP.1 3.W.PDW.5 3.W.RBPK.8	3.SL.CC.2	3.FL.SC.6d 3.FL.SC.6e 3.FL.SC.6f 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7aii

# Grade 3 Curriculum Map

## Unit 5: Light and Sound

### Unit Summary

In this unit students learn the science behind light and sound, reading about light sources, shadows, mirrors, reflection, refraction, lenses, and color and studying the characteristics of sound and the human voice. They also read biographies of Alexander Graham Bell and Thomas Edison, famous inventors who worked with light and sound. Students spell words that include /ee/ and /ae/, and they learn to use guide words in dictionary searches. They review adverbs ending with *-ly*, study adverbs that tell when and where, and learn the meanings and usages of the conjunctions *and* and *but*. Students review the suffixes *-er*, *-or*, *-ist*, *-ian*, *-y*, and *-al*. In addition, students will learn the suffixes *-ous* and *-ly*. Students write newspaper articles in this unit, conducting research on their article topics and taking their writing through the steps of the writing process.

Unit Length:  
17 Days

Anchor Text: *Adventures of Light and Sound*  
Text Type: Informational  
Lexile: 860L

### Overall Learning Outcomes

- Identify characteristics of biography genre, that biographies are nonfiction accounts of peoples' lives
- Demonstrate understanding of key vocabulary
- Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound
- Acquire dictionary skills, particularly guide words
- Demonstrate understanding of adverbs indicating when and where and conjunctions
- Review previously learned suffixes and identify meaning and usage of *-ous* and *-ly*
- Unit Assessment

### Big Ideas

- This domain builds on a previous domain, The Five Senses, with more in-depth information about sight and hearing.
- This domain provides the foundation for future, in-depth learning about the human body and light and sound.
- Introduces the concept that light usually moves in waves, but occasionally can move as a stream of particles.

### Standards Instructed

### Standards Assessed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
3.RL.KID.1	3.W.TTP.1	3.SL.CC.1	3.FL.SC.6	3.RI.KID.1	3.W.TTP.1	3.SL.CC.1	3.FL.SC.6
3.RL.KID.2	3.W.TTP.1b	3.SL.CC.2	3.FL.SC.6a	3.RI.KID.2	3.W.TTP.1b	3.SL.CC.2	3.FL.SC.6a
3.RL.CS.4	3.W.TP.2	3.SL.CC.3	3.FL.SC.6h	3.RI.CS.4	3.W.TP.2	3.SL.CC.3	3.FL.SC.6i
3.RI.KID.1	3.W.TP.2a	3.SL.PKI.4	3.FL.SC.6i	3.RI.IKI.8	3.W.TP.2a	3.SL.PKI.4	3.FL.WC.4a
3.RI.KID.2	3.W.TP.2b	3.SL.PKI.6	3.FL.SC.6	3.RI.IKI.9	3.W.TP.2b	3.SL.PKI.6	3.FL.VA.7a
3.RI.KID.3	3.W.TP.2c		3.FL.WC.4b		3.W.TP.2c		3.FL.VA.7aiv
3.RI.CS.4	3.W.TP.2e		3.FL.WC.4a		3.W.TP.2e		3.FL.VA.7aiv
3.RI.CS.5	3.W.TP.2d		3.FL.VA.7a		3.W.TP.2d		3.FL.VA.7aiv
3.RI.IKI.7	3.W.TTP.3		3.FL.VA.7ai		3.W.TTP.3		3.FL.VA.7aiv
3.RI.IKI.8	3.W.TTP.3b		3.FL.VA.7aiv		3.W.PDW.5		3.FL.VA.7aiv
3.RI.IKI.9	3.W.PDW.4		3.FL.VA.7aiv		3.W.RBPK.7		3.FL.VA.7aiv
3.RI.RRTC.10	3.W.PDW.5		3.FL.VA.7bi		3.W.RBPK.8		3.FL.VA.7aiv
3.FL.PWR.3	3.W.PDW.6		3.FL.VA.7bii		3.W.RW.10		3.FL.VA.7aiv
3.FL.PWR.3a	3.W.RBPK.7		3.FL.VA.7c				3.FL.VA.7aiv
3.FL.PWR.3b	3.W.RBPK.8						3.FL.VA.7aiv
3.FL.PWR.3d	3.W.RW.10						3.FL.VA.7aiv
3.FL.F.5							3.FL.VA.7aiv
3.FL.F.5a							3.FL.VA.7aiv
3.FL.F.5b							3.FL.VA.7aiv
3.FL.F.5c							3.FL.VA.7aiv

# Grade 3 Curriculum Map

## Unit 6: The Viking Age

<b>Unit Summary</b> <p>This unit immerses students in the lives of the ancient Norse, using both informational and literary text to convey information about the Vikings, their culture, and their exploration. During this unit, students also participate in a Quest, an immersive, digital, narrative experience that helps them experience what life was like in Viking communities and work collaboratively to make decisions in the Viking manner. Students spell words with /k/ and /s/, learn the conjunction because, and work with the suffixes <i>-ly</i> and <i>-ive</i>. Student writing focuses on the characters about which they are reading; students compare and contrast characters, analyze them, and imagine new narratives for them. Students also complete a Mid-Year assessment in this unit, allowing teachers to measure their progress toward mastering grade-level standards.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Make predictions about a text</li> <li>• Describe, compare and assign actions to characters</li> <li>• Write informational piece on character description</li> <li>• Review spelling patterns for /k/ and /s/</li> <li>• Identify conjunction “because” as the signal of an answer to a “why” question</li> <li>• Demonstrate understanding of key vocabulary</li> <li>• Apply suffixes -ive and -ly to root words</li> <li>• Mid-Year Assessment</li> </ul>			
<b>Unit Length:</b> 11 Days <b>Anchor Text:</b> <i>Gods, Giants, and Dwarves</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 760L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• This unit serves as an introduction to the Viking Age.</li> <li>• It builds upon prior knowledge and understandings of ancient civilizations.</li> <li>• Students will learn about Norse culture, geography, and everyday life.</li> <li>• Provides an introduction to Viking explorers.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
3.RL.KID.1 3.RL.KID.2 3.RL.KID.3 3.RL.CS.4 3.RL.CS.5 3.RL.IKI.7 3.RL.IKI.9 3.RL.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.PWR.3b 3.FL.PWR.3c 3.FL.F.5 3.FL.F.5a 3.FL.F.5b 3.FL.F.5c	3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1c 3.W.TTP.1d 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.TTP.3 3.W.TTP.3a 3.W.TTP.3d 3.W.PDW.4 3.W.PDW.5 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4	3.FL.SC.6h 3.FL.SC.6i 3.FL.SC.6 3.FL.WC.4b 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7a 3.FL.VA.7ai 3.FL.VA.7aai 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7c	3.RL.KID.1 3.RL.KID.2 3.RL.KID.3	3.W.TP.2 3.W.PDW.4 3.W.PDW.5	3.SL.PKI.4	3.FL.SC.6h 3.FL.SC.6i 3.FL.SC.6 3.FL.WC.4a 3.FL.VA.7aai



# Grade 3 Curriculum Map

## Unit 7: Astronomy: Our Solar System and Beyond

<b>Unit Summary</b> <p>Students learn about astronomy and the universe around us, reading about the sun, planets, our moon, asteroids, comets, meteors, galaxies, stars, and important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. They review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/ and learn the conjunctions so and or as part of their continuing study of conjunctions. They also review the use of quotation marks in dialogue and learn about singular and plural possessive nouns and the correct punctuation needed for presenting items in a series. The formal writing piece for the Astronomy unit is a multi-day informative writing project that describes a day in the life of an astronaut on the International Space Station. Students will gather information, take and organize notes, and use the writing process to plan, draft, revise, edit, and publish the final piece.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Compare and contrast two people, things or ideas</li> <li>• Write an informative piece about the life of an astronaut</li> <li>• Identify cause and effect in a text</li> <li>• Demonstrate proficiency in dictionary skills using guide words</li> <li>• Demonstrate understanding of singular and plural possessive nouns</li> <li>• Apply knowledge of suffixes to unfamiliar words in text and content</li> <li>• Demonstrate understanding of key vocabulary</li> <li>• Unit Assessment</li> </ul>			
<b>Unit Length:</b> 20 Days <b>Anchor Text:</b> <i>What's in Our Universe?</i> <b>Text Type:</b> Informational <b>Lexile:</b> 730L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Gravity is a force that has different effects on Earth than it does in space.</li> <li>• The difference between a hypothesis and a theory.</li> <li>• Introduction of the Big Bang Theory as a theory for the origin of the universe.</li> <li>• Key people and events from the study and exploration of space.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
3.RL.KID.1 3.RL.KID.3 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.8 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.F.5 3.FL.F.5a 3.FL.F.5b 3.FL.F.5c	3.W.TTP.1 3.W.TTP.1b 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.TTP.3 3.W.TTP.3b 3.W.PDW.4 3.W.PDW.5 3.W.PDW.6 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.PKI.4 3.SL.PKI.6	3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6h 3.FL.SC.6i 3.FL.SC.6l 3.FL.SC.6m 3.FL.WC.4b 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7c	3.RL.KID.1 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.8 3.RI.IKI.9 3.FL.PWR.3a	3.W.TTP.1 3.W.TP.2 3.W.TP.2a 3.W.TP.2b 3.W.TP.2c 3.W.TP.2e 3.W.TP.2d 3.W.PDW.5 3.W.RBPK.8 3.W.RW.10	3.SL.CC.2	3.FL.SC.6h 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7c

# Grade 3 Curriculum Map

## Unit 8: Native Americans: Regions and Cultures

<p><b>Unit Summary</b></p> <p>Students read how Native Americans spread through the continents, changing their ways of life as they did so. They learn about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic. Students review words with /ə/ and /sh/ + /ə/ + /n/ spelled 'tion.' They study possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and singular and plural possessive nouns. They also learn the difference between the possessive pronoun its and the contraction it's. Students learn the suffixes <i>-ish</i>, <i>-ness</i>, <i>-able</i>, and <i>-ible</i>. Students use writing to compare and contrast, assemble information, and reflect on what they have learned.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Review various spelling patterns for mastery</li> <li>• Identify possessive nouns and pronouns</li> <li>• Understanding of suffixes <i>-ish</i>, <i>-ness</i>, <i>-able</i>, and <i>-ible</i></li> <li>• Strengthen dictionary skills by determining key words, the function of entry words, and the meaning of different homographs</li> <li>• Unit Assessment</li> </ul>			
<p><b>Unit Length:</b> 13 Days</p>				<p><b>Anchor Text:</b> <i>Native American Stories</i></p> <p><b>Text Type:</b> Literary</p> <p><b>Lexile:</b> 860L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>3.RL.KID.1 3.RL.KID.3 3.RL.CS.4 3.RL.IKI.7 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.CS.5 3.RI.IKI.7 3.RI.IKI.8 3.RI.IKI.9 3.FL.PWR.3 3.FL.PWR.3a 3.FL.F.5 3.FL.F.5a 3.FL.F.5b</p>	<p>3.W.TTP.3c 3.W.RBPK.8</p>	<p>3.SL.CC.2 3.SL.PKI.5</p>	<p>3.FL.SC.6i 3.FL.SC.6m 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7a 3.FL.VA.7a<sup>ii</sup> 3.FL.VA.7a<sup>iv</sup> 3.FL.VA.7c</p>	<p>3.RL.KID.1 3.RL.KID.3 3.RL.IKI.7 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.IKI.7 3.RI.IKI.9</p>	<p>3.W.RBPK.8</p>		<p>3.FL.SC.6m 3.FL.WC.4a 3.FL.VA.7a<sup>ii</sup></p>

# Grade 3 Curriculum Map

## Unit 9: Early Explorations of North America

<b>Unit Summary</b> <p>Students in this unit explore reasons for European exploration, what exploration was like, and who went exploring. They read about aspects of navigation, life on a ship, the journeys of and locations reached by specific explorers, explorers' interactions with native people, and lasting contributions as a result of European exploration. Students spell words with /ue/, /oo/, and /f/. They practice using sentence context to determine word meanings and then consulting a dictionary to see if the definition matches the usage of the word in a sentence. They write sentences to match specific definitions and practice the linking words <i>for example</i>, <i>in the same way</i>, and <i>in contrast</i>. Students are also introduced to comparative and superlative adjectives using the suffixes <i>-er</i> and <i>-est</i> as well as <i>more</i> and <i>most</i>; they also learn about irregular comparative and superlative adjectives. Students study the prefixes <i>pro-</i> and <i>anti-</i> and review the suffixes <i>-ish</i>, <i>-ness</i>, <i>-able</i>, and <i>-ible</i>. Students write text-based opinion pieces explaining who they believe was the most important explorer they have studied.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Determine the meaning of a word in context</li> <li>• Identify linking words and regular and irregular comparative and superlative adjectives</li> <li>• Further proficiency with dictionary skills including pronunciation, part of speech, and various meanings</li> <li>• Understand and use prefixes <i>pro-</i> and <i>anti-</i></li> <li>• Write an opinion piece</li> <li>• Unit Assessment</li> </ul>			
<b>Unit Length:</b> 14 Days <b>Anchor Text:</b> <i>The Age of Exploration</i> <b>Text Type:</b> Informational <b>Lexile:</b> 680L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• This is a continuation of learning from previous grade levels and provides the foundation for future learning.</li> <li>• Europeans explored different parts of the world for many reasons.</li> <li>• Navigating a ship and living on a ship was much different during the age of exploration than it is now.</li> <li>• There were many explorers from all over Europe, and their journeys were very different.</li> <li>• Some of the words we use today came from the explorers and their native languages.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.CS.6 3.RI.IKI.7 3.RI.IKI.8 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3a 3.FL.F.5a 3.FL.F.5c	3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1c 3.W.TP.2e 3.W.PDW.4 3.W.RBPK.8	3.SL.CC.1 3.SL.CC.2 3.SL.CC.3 3.SL.PKI.4 3.SL.PKI.5	3.FL.SC.6 3.FL.SC.6g 3.FL.SC.6 3.FL.WC.4b 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7a <sup>ii</sup> 3.FL.VA.7a <sup>iii</sup> 3.FL.VA.7a <sup>iv</sup> 3.FL.VA.7b 3.FL.VA.7c	3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.IKI.7 3.RI.IKI.9 3.RI.RRTC.10	3.W.TTP.1 3.W.TTP.1a 3.W.TTP.1b 3.W.TTP.1c 3.W.TTP.1d 3.W.TP.2e 3.W.RBPK.8	3.SL.PKI.4	3.FL.SC.6g 3.FL.WC.4b 3.FL.WC.4a

# Grade 3 Curriculum Map

## Unit 10: Colonial America

### Unit Summary

Throughout this unit students learn about different colonies in early America, including how each colony was started, what life was like when people first arrived, and progress colonists made in the few years after the land was initially settled. Students observe similarities and differences among the colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania. Students spell words with / e/, / e/ + /l/, /sh/ + / e/ + /n/, /ue/, /oo/, /f/, /oi/, and /ou/. Students also practice dictionary skills, identifying entry words and their definitions, parts of speech, and affixed root words and then selecting the correct form of the word to use in a sentence. They practice comparative and superlative adjectives and learn comparative and superlative adverbs, subject pronouns and their antecedents, and object pronouns and their antecedents. Students learn the common prefixes *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*. During the unit, students practice formal and informal narrative writing. They learn about and apply characteristics of narratives to their own stories, including building a plot, developing characters, using dialogue, and creating an ending. They write a narrative using the writing process by planning, drafting, revising, editing, and publishing.

**Unit Length:**  
16 Days

**Anchor Text:** *Living in Colonial America*  
**Text Type:** Informational/Literary  
**Lexile:** 860L

### Overall Learning Outcomes

- Produce a polished, narrative piece
- Identify the similarities and differences between the thirteen colonies
- Identify the entry word, definition, part of speech and affixed root word in a dictionary and determine the correct form
- Demonstrate understanding of key vocabulary
- Demonstrate understanding of subject and object pronouns and their antecedents
- Unit Assessment

### Big Ideas

- Each colony was started by different Europeans for different reasons.
- Each colony had its own unique culture based on the climate, geography, and motivation of its settlers.
- Colonists faced many challenges, and life was much different then from the way we live now.
- There were many important events that led up to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States of America.

### Standards Instructed

### Standards Assessed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
3.RL.KID.1 3.RL.KID.2 3.RL.KID.3 3.RL.CS.4 3.RL.IKI.7 3.RL.RRTC.10 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.7 3.RI.IKI.9 3.RI.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.F.5 3.FL.F.5a 3.FL.F.5b 3.FL.F.5c	3.W.TTP.3 3.W.TTP.3a 3.W.TTP.3b 3.W.TTP.3c 3.W.PDW.4 3.W.PDW.5 3.W.RBPK.7 3.W.RBPK.8 3.W.RW.10	3.SL.CC.1 3.SL.CC.2 3.SL.CC.3 3.SL.PKI.4 3.SL.PKI.6	3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6f 3.FL.SC.6g 3.FL.SC.6i 3.FL.SC.6 3.FL.SC.6j 3.FL.WC.4b 3.FL.WC.4a 3.FL.VA.7a 3.FL.VA.7ai 3.FL.VA.7aii 3.FL.VA.7aiii 3.FL.VA.7aiv 3.FL.VA.7bi 3.FL.VA.7c	3.RL.KID.1 3.RL.KID.2 3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.IKI.9 3.FL.PWR.3a	3.W.TTP.3 3.W.TTP.3d 3.W.RBPK.8 3.W.RW.10	3.SL.CC.2 3.SL.CC.3	3.FL.SC.6f 3.FL.SC.6g 3.FL.WC.4a 3.FL.VA.7ai 3.FL.VA.7aii

# Grade 3 Curriculum Map

## Unit 11: Ecology

<b>Unit Summary</b> <p>Students learn about different aspects of ecology, including food chains, the balance of nature, changes to the environment, and protecting the environment. Students also read a biography of John Muir. They spell words with /aw/, /oi/, /ou/, and /aw/. They focus on word meanings and parts of speech found in dictionary entries, and they practice subject and object pronouns and comparative and superlative adjectives and adverbs. Students review the prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i>. Students write Ecologist's Journals in which they summarize what they have learned, apply concepts from the reading to examples from their lives or research, and extend the knowledge in creative ways. Students also complete an End-of-Year assessment to measure their progress throughout the academic year.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Review and apply dictionary skills</li> <li>• Identify subject and object pronouns and comparative and superlative adjectives and adverbs</li> <li>• Review and apply prefix and suffix skills</li> <li>• Annotate an Ecologist Journal to summarize and apply unit learning</li> <li>• End-of-the-Year Assessment</li> </ul>			
<b>Unit Length:</b> <b>12 Days</b>		<b>Anchor Text:</b> <i>Introduction to Ecology</i> <b>Text Type:</b> Informational <b>Lexile:</b> 740L		<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• Habitats, ecosystems, and food chains are all important parts of our environment.</li> <li>• There is a balance in nature that must be achieved despite changes to the environment.</li> <li>• Producers, consumers, and decomposers all play an important role in that balance.</li> <li>• It is important to protect and preserve our environment.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
3.RI.KID.1 3.RI.KID.2 3.RI.KID.3 3.RI.CS.4 3.RI.IKI.7 3.RI.IKI.8 3.RI.RRTC.10 3.FL.PWR.3 3.FL.PWR.3a 3.FL.PWR.3b 3.FL.PWR.3c 3.FL.PWR.3d 3.FL.F.5a 3.FL.F.5c	3.W.TP.2a 3.W.TP.2b 3.W.TP.2e 3.W.TTP.3a 3.W.PDW.4 3.W.RBPK.8 3.W.RW.10	3.SL.PKI.4 3.SL.PKI.6	3.FL.SC.6 3.FL.SC.6a 3.FL.SC.6f 3.FL.SC.6g 3.FL.SC.6i 3.FL.SC.6j 3.FL.SC.6k 3.FL.SC.6l 3.FL.WC.4b 3.FL.WC.4a 3.FL.WC.4c 3.FL.VA.7a 3.FL.VA.7ai 3.FL.VA.7aiv 3.FL.VA.7c	3.RI.KID.1 3.RI.CS.4 3.FL.PWR.3a			3.FL.SC.6a 3.FL.SC.6g 3.FL.SC.6j 3.FL.SC.6k 3.FL.WC.4b 3.FL.WC.4a 3.FL.WC.4c

# Amplify Core Knowledge Language Arts 2nd Edition

## Grade 4 Curriculum Map

### Unit 1: Personal Narratives

<p><b>Unit Summary</b></p> <p>This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Students also take a Beginning-of-Year assessment to evaluate their preparedness for Grade 4 instruction.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Identify features of personal narrative genre</li> <li>Identify literary devices in Personal Narratives including similes and metaphors, dialogue, transition words, sensory details, and point of view</li> <li>Demonstrate understanding of cause and effect</li> <li>Develop proficiency with cursive handwriting</li> <li>Beginning-of-the-Year Assessment</li> </ul>			
<p><b>Unit Length:</b> 15 Days</p> <p><b>Anchor Text:</b> <i>Personal Narratives</i></p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 800L</p>				<p><b>Big Ideas</b></p> <ul style="list-style-type: none"> <li>Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing.</li> <li>Students can increase their literal comprehension and ability to make text-based inferences through critical and close reading.</li> <li>Personal narratives are a genre that students can use to create a sense of meaning out of their life's experiences.</li> </ul>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>4.RI.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.CS.4 4.RI.CS.5 4.RI.CS.6 4.RI.IKI.7 4.RI.IKI.8 4.RI.IKI.9 4.RI.RRTC.10</p>	<p>4.W.TTP.1 4.W.TTP.3 4.W.TTP.3a 4.W.TTP.3b 4.W.TTP.3c 4.W.TTP.3d 4.W.TTP.3f 4.W.TTP.3e 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.8 4.W.RBPK.9 4.W.RW.10</p>	<p>4.SL.CC.1 4.SL.CC.2 4.SL.CC.3 4.SL.PKI.4</p>	<p>4.FL.SC.6 4.FL.SC.6 4.FL.SC.6g 4.FL.VA.7a 4.FL.VA.7bi 4.FL.VA.7biii 4.FL.VA.7c</p>	<p>4.RI.KID.1 4.RI.KID.2 4.RI.CS.5 4.RI.CS.6</p>	<p>4.W.TTP.1 4.W.TTP.3 4.W.TTP.3a 4.W.TTP.3b 4.W.TTP.3c 4.W.TTP.3d 4.W.TTP.3e 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.8 4.W.RBPK.9</p>	<p>4.SL.CC.1 4.SL.CC.2 4.SL.CC.3 4.SL.PKI.4</p>	<p>4.FL.SC.6g 4.FL.VA.7bi 4.FL.VA.7c</p>

# Grade 4 Curriculum Map

## Unit 2: Empires in the Middle Ages

<b>Unit Summary</b> <p>The <i>Empires in the Middle Ages</i> unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. While part 1 deals primarily with the events of western Europe and the relationship between the Christian Church and the rulers of the region, the concurrent part 2 looks at events in another part of the world (particularly in what is now called the Middle East). Students practice taking notes from informational text, writing an informative, explanatory paragraph, and writing a persuasive paragraph. They describe the functions of and relationship between nouns and adjectives as well as between adverbs and verbs, form and use prepositional phrases, identify parts of speech, correctly use subject and predicate, and correct sentence fragments or run-on sentences by revising them into complete sentences. They practice writing the four different kinds of sentence and using the progressive verb tense. Students work with the prefixes <i>un-</i>, <i>non-</i>, and <i>en-</i>, the root words <i>arch</i> and <i>graph</i>, and the suffix <i>-y</i>.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Write an informative paragraph using details from the text</li> <li>• Determine importance through note taking</li> <li>• Write an opinion piece with evidence to support that opinion</li> <li>• Utilize paraphrasing to create an explanatory paragraph</li> <li>• End-of-Unit Assessment</li> </ul>			
<b>Unit Length:</b> 25 Days <b>Anchor Text:</b> <i>Empires in the Middle Ages</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 910L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>• The decline and fall of the Roman Empire led to the Islamic Empire and the western European empire, influenced by the role of the Christian Church.</li> <li>• The Crusades were religious and political wars fought by both empires to gain control of The Holy Land.</li> <li>• Advances made in the fields of knowledge, philosophy, and science moved from Greek roots to Arabic to Latin cultures.</li> <li>• We must understand the past origins of these cultures in order to make sense of our current political climate.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
4.RL.KID.2 4.RL.IKI.9 4.RL.RRTC.10 4.RI.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.CS.4 4.RI.CS.5 4.RI.IKI.7 4.RI.IKI.8 4.RI.RRTC.10 4.FL.PWR.3 4.FL.PWR.3a 4.FL.F.5 4.FL.F.5a 4.FL.F.5b 4.FL.F.5c	4.W.TTP.1 4.W.TTP.1a 4.W.TTP.1e 4.W.TTP.1d 4.W.TP.2 4.W.TP.2a 4.W.TP.2b 4.W.TP.2c 4.W.TP.2d 4.W.TP.2f 4.W.TP.2g 4.W.TP.2e 4.W.TTP.3 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.7 4.W.RBPK.8 4.W.RBPK.9 4.W.RW.10	4.SL.CC.1 4.SL.CC.2 4.SL.CC.3 4.SL.PKI.4 4.SL.PKI.5 4.SL.PKI.6	4.FL.SC.6 4.FL.SC.6b 4.FL.SC.6d 4.FL.SC.6e 4.FL.SC.6f 4.FL.SC.6g 4.FL.WC.4a 4.FL.VA.7a 4.FL.VA.7ai 4.FL.VA.7aii 4.FL.VA.7aiii 4.FL.VA.7bii 4.FL.VA.7biii 4.FL.VA.7c	RL.4.2 RI.4.1 RI.4.3 RI.4.7 RF.4.3 RF.4.3a	W.4.1 W.4.1b W.4.1c W.4.2 W.4.3 W.4.8 W.4.9	SL.4.1	L.4.1 L.4.2 L.4.2b L.4.2d L.4.3 L.4.4 L.4.4b

# Grade 4 Curriculum Map

## Unit 3: Poetry

### Unit Summary

This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Harryette Mullen. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.

Unit Length:  
15 Days

Anchor Text: *Poetry Journal*  
Text Type: Literary  
Lexile: N/A because poetry/verse

### Overall Learning Outcomes

- Read text with the purpose of identifying details and evidence
- Explore imaginative possibilities of figurative language
- Identify and develop an understanding of poetic devices including rhyme, repetition, alliteration, meter, and tone
- Explore and identify extended metaphors in text
- Write original poems with colorful language and poetic devices

### Big Ideas

- This unit prepares students for complex texts, vocabulary, and form they will encounter in Grade 5.
- Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.

#### Standards Instructed

#### Standards Assessed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.4 4.RL.CS.5 4.RL.CS.6 4.RL.CS.7 4.RL.RRTC.10 4.RI.KID.1 4.RI.KID.3 4.FL.F.5 4.FL.F.5a 4.FL.F.5b 4.FL.F.5c	4.W.TTP.1 4.W.TTP.3 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.8 4.W.RBPK.9 4.W.RW.10	4.SL.CC.1 4.SL.CC.2 4.SL.CC.3 4.SL.PKI.4	4.FL.SC.6 4.FL.WC.4a 4.FL.VA.7a 4.FL.VA.7ai 4.FL.VA.7aiii 4.FL.VA.7b 4.FL.VA.7bi 4.FL.VA.7c	4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.4 4.RL.CS.5 4.RL.CS.6 4.RI.KID.1	4.W.TTP.1 4.W.TTP.3 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.8 4.W.RBPK.9	4.SL.CC.1 4.SL.CC.2	4.FL.VA.7b 4.FL.VA.7bi 4.FL.VA.7c



# Grade 4 Curriculum Map

## Unit 4: Eureka! Student Inventor

### Unit Summary

Eureka! Student Inventor Quest, a narrative-driven unit that immerses students in close reading adventures. Through them, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. In Eureka! Student Inventor, students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them, identify problems, create evidence-based solutions, and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, communication, and persuasion. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules. Students read biographical articles about eight inventors, detailed histories of important inventions, and scientific explanations of simple machines. Comprehension and collaboration skills are developed throughout, as students establish rules for group work and work together on building, reading about, and presenting inventions. Students make oral presentations about their inventions and demonstrate how and what they have learned from their peers' presentations. Audio and video components, as well as teacher-read texts, give students opportunities to practice active listening.

Unit Length:  
10 Days

Anchor Text: *Eureka! Files*  
Text Type: Informational  
Lexile: 1100L

### Overall Learning Outcomes

- Read complex literary and informational text, find evidence, and use it appropriately
- Write in opinion, informational, and narrative modes and adjust style for task and audience
- Develop proficiency in research, observation, communication, and persuasion
- Demonstrate understanding of key vocabulary

### Big Ideas

- Inventors go through a variety of steps in the creative process, often times resulting in an invention.
- The creative process involves identifying problems and creating evidence-based solutions.
- Inventors, and students playing the role of inventor, engage in collaborative discussions, share ideas, and often work in partnerships and teams.

### Standards Instructed

### Standards Assessed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
4.RL.KID.1 4.RL.KID.3 4.RI.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.CS.4 4.RI.CS.5 4.RI.IK1.7 4.RI.IK1.9 4.RI.RRTC.10 4.FL.PWR.3 4.FL.PWR.3a 4.FL.F.5 4.FL.F.5a 4.FL.F.5c	4.W.TTP.1 4.W.TTP.1a 4.W.TTP.1b 4.W.TTP.1d 4.W.TP.2 4.W.TTP.3 4.W.TTP.3a 4.W.TTP.3b 4.W.TTP.3c 4.W.TTP.3d 4.W.TTP.3e 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.8 4.W.RBPK.9 4.W.RW.10	4.SL.CC.1 4.SL.CC.2 4.SL.CC.3 4.SL.PKI.4 4.SL.PKI.5 4.SL.PKI.6	4.FL.SC.6 4.FL.SC.6e 4.FL.SC.6 4.FL.SC.6f 4.FL.WC.4a 4.FL.VA.7a 4.FL.VA.7ai 4.FL.VA.7aiii 4.FL.VA.7c	4.RI.KID.3	4.W.TTP.1 4.W.TTP.1b 4.W.TP.2 4.W.TP.2a 4.W.TP.2b 4.W.TP.2c 4.W.TP.2d 4.W.PDW.4 4.W.RBPK.9 4.W.RW.10	4.SL.CC.1 4.SL.CC.2 4.SL.PKI.4	

# Grade 4 Curriculum Map

## Unit 5: Geology

<b>Unit Summary</b> <p>This unit focuses on the composition of the earth and the forces that change Earth’s surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. Students will also study geological processes like rock formation, weathering, and erosion in order to understand how the earth changes over time and why it looks the way it does. They review the stages of the writing process, examine and explain similes, draft an informational pamphlet about tsunamis, write a wiki entry about a specific volcano, and create a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices such as alliteration, personification, and simile. Students also work with the suffix <i>-ly</i> and the root word <i>rapt</i> and practice sequencing adjectives and proper use of commas and quotation marks. This unit includes a Mid-Year assessment to track student progress towards grade-level standards mastery.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Ability to reference bolded words in the glossary not directly addressed in lessons</li> <li>Demonstrate understanding of key vocabulary</li> <li>Examine and explain similes</li> <li>Draft an informational pamphlet, write a wiki entry, and create a descriptive paragraph</li> <li>Utilize literary devices including alliteration, personification, and simile</li> <li>Mid-Year Assessment</li> </ul>			
<b>Unit Length:</b> <b>15 Days</b>				<b>Anchor Text:</b> <i>The Changing Earth</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 900L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.4 4.RL.CS.7 4.RL.IKI.9 4.RL.RRTC.10 4.RI.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.CS.4 4.RI.CS.5 4.RI.IKI.7 4.RI.IKI.8 4.RI.IKI.9 4.RI.RRTC.10 4.FL.PWR.3 4.FL.PWR.3a 4.FL.F.5 4.FL.F.5a 4.FL.F.5b 4.FL.F.5c	4.W.TP.2 4.W.TP.2a 4.W.TP.2b 4.W.TP.2c 4.W.TP.2d 4.W.TP.2g 4.W.TP.2e 4.W.TTP.3 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.8 4.W.RBPK.9 4.W.RW.10	4.SL.CC.1	4.FL.SC.6 4.FL.SC.6e 4.FL.SC.6 4.FL.SC.6f 4.FL.SC.6g 4.FL.WC.4a 4.FL.VA.7a 4.FL.VA.7ai 4.FL.VA.7aii 4.FL.VA.7aiii 4.FL.VA.7b 4.FL.VA.7bi 4.FL.VA.7bii 4.FL.VA.7biii 4.FL.VA.7c	4.RL.CS.4 4.RI.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.CS.4	4.W.TP.2 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.8 4.W.RBPK.9		4.FL.SC.6 4.FL.WC.4a 4.FL.VA.7a 4.FL.VA.7b

# Grade 4 Curriculum Map

## Unit 6: Contemporary Fiction: *The House on Mango Street*

<b>Unit Summary</b> <p>This unit leads students into a deep dive on narrative literature and writing, using excerpts from <i>The House on Mango Street</i> as its anchor text. Throughout this unit, students read closely and analyze the text, then practice using literary elements they have explored in each vignette from the Reader—for example, the use of detailed descriptions, the building of aspiration as a theme, and the contrast between the protagonists’ perceptions and the perceptions of others. The unit asks students to compose a multi-chapter narrative; they build their stories throughout several lessons devoted to planning, drafting, and revising their work. In addition, students practice opinion writing using evidence from the text.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>• Reading for details, dialogue, and action</li> <li>• Inferring character and theme in a text</li> <li>• Development of Core and Literary Vocabulary</li> <li>• Develop strength in writing narrative prose</li> <li>• Demonstrate proficiency in writing an opinion piece backed by clear evidence</li> <li>• Demonstrate success with literary devices including detailed descriptions, use of theme, and contrasting character perceptions.</li> <li>• End-of-Unit Assessment</li> </ul>			
<b>Unit Length:</b> <b>13 Days</b>				<b>Anchor Text:</b> Writer’s Journal with excerpts from <i>The House on Mango Street</i> <b>Text Type:</b> Literary <b>Lexile:</b> 800L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.4 4.RL.CS.6 4.RL.RRTC.10 4.FL.PWR.3 4.FL.PWR.3a 4.FL.F.5 4.FL.F.5a 4.FL.F.5b 4.FL.F.5c	4.W.TTP.1 4.W.TTP.1a 4.W.TTP.1b 4.W.TTP.3 4.W.TTP.3a 4.W.TTP.3b 4.W.TTP.3c 4.W.TTP.3f 4.W.TTP.3e 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.8 4.W.RBPK.9 4.W.RW.10	4.SL.CC.1 4.SL.PKI.4	4.FL.SC.6 4.FL.WC.4a 4.FL.VA.7a 4.FL.VA.7ai 4.FL.VA.7aiii 4.FL.VA.7b 4.FL.VA.7bi 4.FL.VA.7bii 4.FL.VA.7biii 4.FL.VA.7c	4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.6	4.W.TTP.1 4.W.TTP.3 4.W.TTP.3a 4.W.TTP.3b 4.W.TTP.3c 4.W.TTP.3e 4.W.PDW.5 4.W.RBPK.9 4.W.RW.10		4.FL.SC.6a 4.FL.VA.7bi

# Grade 4 Curriculum Map

## Unit 7: American Revolution

<b>Unit Summary</b> <p>This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding both what caused the thirteen colonies to break away and become an independent nation and what significant ideas and values were at the heart of the American Revolution. Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay. Students learn the prefixes <i>im-</i> and <i>in-</i>, the suffixes <i>-ible</i> and <i>-able</i>, and the root word <i>port</i>. They also learn modal auxiliary verbs and continue developing their use of commas and quotation marks and employing correct subject-verb agreement.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Write a five-paragraph compare and contrast essay</li> <li>Demonstrate understanding of key vocabulary</li> <li>Develop proficiency of subject-verb agreement with both regular and irregular verbs</li> <li>Deepen knowledge and understanding of prefixes and suffixes when added to root words</li> <li>End-of-Unit Assessment</li> </ul>			
<b>Unit Length:</b> 17 Days <b>Anchor Text:</b> <i>The Road to Independence</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 950L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Disagreements about principles of government led colonists in North America to seek independence from Great Britain.</li> <li>The causes, major figures, and consequences provide a framework for understanding the strive for independence.</li> <li>There were significant ideas and values at the heart of the American Revolution.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.4 4.RL.CS.5 4.RL.CS.6 4.RL.CS.7 4.RI.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.CS.4 4.RI.CS.5 4.RI.CS.6 4.RI.IKI.7 4.RI.IKI.8 4.RI.IKI.9 4.RI.RRTC.10 4.FL.PWR.3 4.FL.PWR.3a 4.FL.F.5 4.FL.F.5a 4.FL.F.5b 4.FL.F.5c	4.W.TTP.1 4.W.TTP.1a 4.W.TTP.1b 4.W.TTP.1e 4.W.TP.2 4.W.TP.2c 4.W.TP.2d 4.W.TP.2f 4.W.TP.2g 4.W.TP.2e 4.W.TTP.3c 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.7 4.W.RBPK.8 4.W.RBPK.9 4.W.RW.10	4.SL.CC.1 4.SL.CC.2 4.SL.CC.3 4.SL.PKI.4 4.SL.PKI.5 4.SL.PKI.6	4.FL.SC.6 4.FL.SC.6a 4.FL.SC.6c 4.FL.SC.6e 4.FL.SC.6f 4.FL.SC.6g 4.FL.WC.4a 4.FL.VA.7ai 4.FL.VA.7aii 4.FL.VA.7aiii 4.FL.VA.7b 4.FL.VA.7bi 4.FL.VA.7bii 4.FL.VA.7biii 4.FL.VA.7c	4.RL.KID.3 4.RL.CS.4 4.RL.RRTC.10 4.RI.KID.1 4.RI.KID.2 4.RI.KID.3 4.RI.CS.4 4.RI.CS.5 4.RI.IKI.9 4.FL.PWR.3 4.FL.F.5	4.W.TP.2 4.W.TP.2a 4.W.TP.2b 4.W.TP.2c 4.W.TP.2d 4.W.TP.2f 4.W.TP.2g 4.W.TP.2e 4.W.PDW.4 4.W.PDW.5 4.W.RBPK.9	4.SL.CC.1 4.SL.PKI.4	4.FL.SC.6 4.FL.SC.6c 4.FL.SC.6g 4.FL.WC.4a 4.FL.VA.7ai 4.FL.VA.7aii 4.FL.VA.7b 4.FL.VA.7bii 4.FL.VA.7c

# Grade 4 Curriculum Map

## Unit 8: Treasure Island

<b>Unit Summary</b> <p>This unit examines the fiction genre through a classic novel, <i>Treasure Island</i>. Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson’s popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel and engage in an extended writing project while continuing to practice the various stages of the writing process. Students draft a character sketch, then write, publish, and share an original adventure story. Throughout these writing activities students focus on character development, dialogue, verb choice, and revision methods. Students learn relative pronouns, the suffixes <i>-ful</i> and <i>-less</i> and the root word <i>bio</i>. They also continue working with modal auxiliary verbs and coordinating conjunctions.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Identify and properly use modal auxiliary verbs, relative pronouns, and coordinating conjunctions</li> <li>Demonstrate understanding of key vocabulary</li> <li>Trace development of character, setting, plot, and literary devices in a longer work of fiction</li> <li>Develop an adventure story using an introduction, problem or conflict, rising action, turning point or climax, and a resolution</li> <li>End-of-the-Year Assessment</li> </ul>			
<b>Unit Length:</b> 19 Days <b>Anchor Text:</b> <i>Treasure Island</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 770L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>This text is an abridged version of the original novel written by Robert Louis Stevenson in 1883 and provides exposure to literary classics.</li> <li>There are several themes, including greed, adventure, duplicity, and bravery, throughout the text.</li> <li>Sailing, the primary form of long-distance travel at the time, also included many challenges, including disease, piracy, and accurate navigation.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
4.RL.KID.1 4.RL.KID.2 4.RL.KID.3 4.RL.CS.4 4.RL.RRTC.10 4.FL.PWR.3 4.FL.PWR.3a 4.FL.F.5 4.FL.F.5a 4.FL.F.5b 4.FL.F.5c	4.W.TTP.3 4.W.TTP.3a 4.W.TTP.3b 4.W.TTP.3c 4.W.TTP.3d 4.W.TTP.3f 4.W.TTP.3e 4.W.PDW.4 4.W.PDW.5 4.W.PDW.6 4.W.RBPK.8 4.W.RBPK.9 4.W.RW.10	4.SL.CC.1 4.SL.CC.2 4.SL.PKI.6	4.FL.SC.6 4.FL.SC.6a 4.FL.SC.6c 4.FL.SC.6e 4.FL.SC.6f 4.FL.SC.6g 4.FL.SC.6h 4.FL.WC.4a 4.FL.VA.7a 4.FL.VA.7ai 4.FL.VA.7a <sup>ii</sup> 4.FL.VA.7b 4.FL.VA.7bi 4.FL.VA.7b <sup>ii</sup> 4.FL.VA.7b <sup>iii</sup> 4.FL.VA.7c	4.RL.KID.1 4.RL.KID.3 4.FL.PWR.3	4.W.TTP.3 4.W.TTP.3a 4.W.TTP.3b 4.W.TTP.3e 4.W.PDW.5 4.W.PDW.6		4.FL.SC.6a 4.FL.SC.6c 4.FL.SC.6 4.FL.SC.6h 4.FL.VA.7a <sup>ii</sup> 4.FL.VA.7a <sup>iii</sup> 4.FL.VA.7b

# Amplify Core Knowledge Language Arts 2nd Edition

## Grade 5 Curriculum Map

### Unit 1: Personal Narratives

<h4>Unit Summary</h4> <p>This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing. A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback. Students also complete a Beginning-of-Year assessment that measures their preparation for Grade 5 work.</p>				<h4>Overall Learning Outcomes</h4> <ul style="list-style-type: none"> <li>Identify and begin to successfully use personification in writing</li> <li>Identify and begin to successfully use point of view in writing</li> <li>Identify and begin to successfully use similes and metaphors in writing</li> <li>Utilize “Think as You Read” strategy to deepen understanding of a text</li> <li>Writing a personal narrative</li> <li>Beginning-of-the-Year Assessment</li> </ul>			
<p><b>Unit Length:</b> 15 Days</p> <p><b>Anchor Text:</b> <i>Personal Narratives</i></p> <p><b>Text Type:</b> Informational</p> <p><b>Lexile:</b> 920</p>				<h4>Big Ideas</h4> <ul style="list-style-type: none"> <li>This unit allows the opportunity to examine the genre of personal narratives and help students build their knowledge of descriptive writing.</li> <li>Through close and critical reading, these texts provide students the opportunity to improve their literal comprehension and text-based inferencing.</li> <li>Reading about others’ personal experiences will assist students with their ability to make meaning from their own experiences through writing.</li> </ul>			
<h4>Standards Instructed</h4>				<h4>Standards Assessed</h4>			
<h4>Reading</h4>	<h4>Writing</h4>	<h4>Speaking &amp; Listening</h4>	<h4>Language</h4>	<h4>Reading</h4>	<h4>Writing</h4>	<h4>Speaking &amp; Listening</h4>	<h4>Language</h4>
5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.CS.5 5.RI.CS.6 5.RI.IKI.8 5.RI.RRTC.10 5.FL.F.5 5.FL.F.5a 5.FL.F.5b 5.FL.F.5c	5.W.TTP.1 5.W.TTP.1b 5.W.TTP.3 5.W.TTP.3b 5.W.TTP.3c 5.W.TTP.3f 5.W.TTP.3e 5.W.PDW.4 5.W.PDW.5 5.W.PDW.6 5.W.PDW.7 5.W.RW.10	5.SL.CC.1 5.SL.CC.2 5.SL.CC.3 5.SL.PKI.4 5.SL.PKI.5	5.FL.SC.6 5.FL.SC.6i 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aiii 5.FL.VA.7b 5.FL.VA.7bi 5.FL.VA.7biii 5.FL.VA.7c	5.RL.CS.4 5.RI.KID.1 5.RI.KID.3 5.RI.CS.4 5.RI.CS.5 5.RI.IKI.8	5.W.TTP.3 5.W.TTP.3a 5.W.TTP.3b 5.W.TTP.3c 5.W.TTP.3f 5.W.PDW.4 5.W.PDW.5	5.SL.PKI.4 5.SL.PKI.5	5.FL.SC.6 5.FL.VA.7ai 5.FL.VA.7b

# Grade 5 Curriculum Map

## Unit 2: Early American Civilizations

<b>Unit Summary</b> <p>This unit orients students to the geography, climate, flora, and fauna of the Americas while presenting an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations. Students review the stages of the writing process and use information from the text to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, the Codex Project, that encompasses all three civilizations. Students plan and draft a paragraph about the Maya and practice paraphrasing and note-taking, plan and draft a paragraph about the Aztec and incorporate images into their work, practice using linking words and phrases to compare the Maya and the Aztec, and plan and draft a paragraph about the Inca. Students edit their writing then integrate their writing and images to complete their Codex Project. They study the root word <i>tract</i> and the prefixes <i>ir-</i>, <i>inter-</i>, and <i>il-</i>. Students also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. They also learn about words and phrases that compare and contrast.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of key vocabulary</li> <li>Compare and contrast the Maya, Aztec, and Inca civilizations</li> <li>Paraphrase information from a text</li> <li>Create an informative or explanatory essay using evidence from the text</li> <li>Understanding of grammar including action and linking verbs, words that compare and contrast, run-on sentences and subjects and predicates</li> <li>Unit Assessment</li> </ul>			
<b>Unit Length:</b> 15 Days <b>Anchor Text:</b> <i>Maya, Aztec, and Inca</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 880L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Large, complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans.</li> <li>There were many events that led to the rise and fall of the Maya, Aztec, and Inca civilizations.</li> <li>The Maya, Aztec, and Inca civilizations were responsible for many innovations and discoveries and created myths to explain the world around them.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.RL.IKI.7 5.RL.IKI.9 5.RL.RRTC.10 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.IKI.8 5.RI.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5b 5.FL.F.5c	5.W.TP.2 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TP.2f 5.W.TP.2g 5.W.TP.2e 5.W.TTP.3 5.W.PDW.4 5.W.PDW.5 5.W.PDW.8 5.W.RBPK.9	5.SL.CC.1 5.SL.CC.2 5.SL.PKI.4	5.FL.SC.6 5.FL.SC.6f 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7a <sup>ii</sup> 5.FL.VA.7a <sup>iii</sup> 5.FL.VA.7b 5.FL.VA.7bi 5.FL.VA.7b <sup>ii</sup> 5.FL.VA.7b <sup>iii</sup> 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.2 5.RL.IKI.9 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.5 5.RI.IKI.7 5.FL.PWR.3 5.FL.PWR.3a	5.W.TP.2 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2f 5.W.PDW.5 5.W.PDW.8	5.SL.CC.2	5.FL.SC.6 5.FL.VA.7a <sup>ii</sup>

# Grade 5 Curriculum Map

## Unit 3: Poetry

### Unit Summary

This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use, and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake's 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves, which allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others' writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.

**Unit Length:**  
13 Days

**Anchor Text:** *Poet's Journal*  
**Text Type:** Literary  
**Lexile:** n/a because poetry/verse

### Overall Learning Outcomes

- Identify and use poetic devices, including tone, anaphora, figurative language, rhyme, and metaphor
- Identify and write in various poetic forms, such as villanelle and list.
- Compare and contrast poems using graphic organizers
- Apply new poetry knowledge to develop the craft of writing poetry
- Unit Assessment

### Big Ideas

- This unit consists of a central goal to teach students how to explore the potential that language has to offer.
- Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.
- Students can build their confidence in interpreting text and self-expression through poetry.

#### Standards Instructed

#### Standards Assessed

Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.RL.CS.5 5.RL.CS.6 5.RL.IKI.7 5.RL.IKI.9 5.RL.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5b 5.FL.F.5c	5.W.TTP.3 5.W.TTP.3a 5.W.TTP.3b 5.W.TTP.3c 5.W.TTP.3f 5.W.PDW.4 5.W.PDW.5 5.W.RW.10	5.SL.CC.1 5.SL.CC.2	5.FL.SC.6 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aiii 5.FL.VA.7b 5.FL.VA.7bi 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.FL.PWR.3a	5.W.TTP.3c 5.W.TTP.3f 5.W.PDW.5 5.W.PDW.8		



# Grade 5 Curriculum Map

## Unit 4: Adventures of Don Quixote

<b>Unit Summary</b> <p>In this unit students focus on character and plot, as well as on literary elements such as characterization, while reading a full-length, adapted version of <i>Adventures of Don Quixote</i>. They trace the development of plot, characters, and literary elements over the course of the novel, which exposes them to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and episodes such as the one involving windmills. Students write a four-paragraph persuasive essay arguing whether they think Don Quixote's good intentions justify his often calamitous actions; they support their claims with reasons and evidence from the text. They learn how to use commas in a series, and they continue developing subject-verb agreement and using words that compare and contrast. They also learn the suffix <i>-ness</i> and the root word <i>vac</i>.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Distinguish between fact and opinion</li> <li>Demonstrate understanding of pronoun-verb agreement and commas in a series</li> <li>Demonstrate understanding of key vocabulary</li> <li>Construct and share a four paragraph persuasive essay</li> <li>Unit Assessment</li> </ul>			
<b>Unit Length:</b> 15 Days <b>Anchor Text:</b> <i>Adventures of Don Quixote</i> <b>Text Type:</b> Literary <b>Lexile:</b> 940L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>This text is a full-length adapted version of the original novel written by Miguel de Cervantes in 1605. It provides exposure to literary classics.</li> <li>There are several themes, including morality, class, and worth, throughout the text.</li> <li>The text provides students the opportunity to trace the development of plot, characters, and literary elements throughout the course of the novel.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.RL.CS.5 5.RL.CS.6 5.RL.IKI.9 5.RL.RRTC.10 5.RI.IKI.8 5.RI.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5b 5.FL.F.5c	5.W.TTP.1 5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1e 5.W.TTP.1d 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TTP.3c 5.W.PDW.4 5.W.PDW.5 5.W.PDW.6 5.W.PDW.8 5.W.RBPK.9 5.W.RW.10	5.SL.CC.1 5.SL.CC.3 5.SL.PKI.6	5.FL.SC.6 5.FL.SC.6c 5.FL.SC.6d 5.FL.SC.6 5.FL.SC.6f 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7a <sup>ii</sup> 5.FL.VA.7a <sup>iii</sup> 5.FL.VA.7b 5.FL.VA.7bi 5.FL.VA.7b <sup>ii</sup> 5.FL.VA.7b <sup>iii</sup> 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.5 5.FL.PWR.3	5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1e 5.W.TTP.1d 5.W.PDW.5		5.FL.VA.7a <sup>ii</sup> 5.FL.VA.7c

# Grade 5 Curriculum Map

## Unit 5: The Renaissance

<b>Unit Summary</b> <p>This unit provides students with a broad exposure to the art and literature of the Renaissance through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare. Students learn that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class, which allowed merchants and businessmen to support artists as their patrons. While studying the Renaissance, students review the past tense of verbs and recognize improper use of verb tenses. They also develop their understanding of prepositional phrases and correlative conjunctions. Students study the root word <i>serv</i> and the prefixes <i>im-</i>, <i>ex-</i>, and <i>in-</i>.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Develop an understanding of reading for purposes such as gist, explanation, details, and inferences</li> <li>Write an informational paragraph</li> <li>Review note-taking techniques on informational text</li> <li>Create a biography about a famous Renaissance artist using at least two sources</li> <li>Unit Assessment</li> </ul>			
<b>Unit Length:</b> 19 Days <b>Anchor Text:</b> <i>Patrons, Artists, and Scholars</i> <b>Text Type:</b> Informational <b>Lexile:</b> 980L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>The Renaissance was a cultural movement that began in Italy and swept through Europe.</li> <li>During the Renaissance, merchants and businessmen supported artists as their patrons.</li> <li>Scholars, philosophers, and artists turned to the works of the ancient Greeks and Romans for inspiration.</li> <li>Renowned masters of art and literature from the time period are featured.</li> </ul>			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.IKI.7 5.RI.IKI.8 5.RI.IKI.9 5.RI.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5b 5.FL.F.5c	5.W.TP.2 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TP.2f 5.W.TP.2g 5.W.TP.2e 5.W.TTP.3 5.W.TTP.3a 5.W.TTP.3b 5.W.TTP.3f 5.W.PDW.4 5.W.PDW.5 5.W.PDW.7 5.W.PDW.8 5.W.RBPK.9 5.W.RW.10	5.SL.CC.1 5.SL.CC.2 5.SL.CC.3 5.SL.PKI.4	5.FL.SC.6 5.FL.SC.6a 5.FL.SC.6c 5.FL.SC.6e 5.FL.SC.6 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aai 5.FL.VA.7aaii 5.FL.VA.7aaiii 5.FL.VA.7b 5.FL.VA.7bii 5.FL.VA.7biii 5.FL.VA.7c	5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.IKI.8 5.RI.IKI.9 5.FL.PWR.3a	5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TP.2f 5.W.TTP.3b 5.W.TTP.3f 5.W.PDW.5 5.W.PDW.7 5.W.PDW.8	5.SL.CC.3 5.SL.PKI.4	5.FL.SC.6 5.FL.SC.6a 5.FL.SC.6c 5.FL.SC.6d 5.FL.SC.6e 5.FL.SC.6 5.FL.VA.7aai

# Grade 5 Curriculum Map

## Unit 6: The Reformation

<b>Unit Summary</b> <p>This unit teaches students about the Reformation, a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Students learn how Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. They write a friendly letter, and they plan and create a slide presentation. Students practice the suffix <i>-ist</i> and the prefix <i>en-</i>. They also learn interjections and review correlative conjunctions, prepositional phrases, and active and linking verbs. This unit also includes a Mid-Year assessment to measure student progress on Grade 5 material.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of key vocabulary</li> <li>Identify interjections, subject-linking verb agreement, prepositions, prepositional phrases, and correlative conjunctions</li> <li>Middle-of-the-Year Assessment</li> <li>Plan and create a slide presentation and draft a friendly letter considering both audience and purpose</li> <li>Mid-Year Assessment</li> </ul>			
<b>Unit Length:</b> <b>10 Days</b>				<b>Anchor Text:</b> <i>Shifts in Power</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 980L			
<b>Standards Instructed</b>				<b>Standards Assessed</b>			
<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking &amp; Listening</b>	<b>Language</b>
5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.RL.CS.5 5.RL.CS.6 5.RL.IKI.7 5.RL.RRTC.10 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.IKI.8 5.RI.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5c	5.W.TP.2 5.W.TP.2g 5.W.TP.2e 5.W.PDW.4 5.W.PDW.5 5.W.PDW.6 5.W.RW.10	5.SL.CC.1 5.SL.CC.2 5.SL.PKI.4 5.SL.PKI.5	5.FL.SC.6 5.FL.SC.6a 5.FL.SC.6c 5.FL.SC.6d 5.FL.SC.6e 5.FL.SC.6 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aii 5.FL.VA.7aiii 5.FL.VA.7b 5.FL.VA.7bi 5.FL.VA.7bii 5.FL.VA.7biii 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.6 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.IKI.8	5.W.TP.2 5.W.TP.2g 5.W.PDW.4 5.W.PDW.5 5.W.RW.10	5.SL.CC.2 5.SL.PKI.4 5.SL.PKI.5	5.FL.SC.6a 5.FL.VA.7a 5.FL.VA.7aii 5.FL.VA.7b

# Grade 5 Curriculum Map

## Unit 7: A Midsummer Night's Dream

<b>Unit Summary</b> <p>The <i>A Midsummer Night's Dream</i> unit is an immersive Quest that treats Shakespeare's comedy as both literature and a living text for interpretation and performance. Over the course of the Quest students read, write, act, direct, design, and watch scenes from <i>A Midsummer Night's Dream</i>. Students think about scenes through the frames of character action (what a character wants, what stands in his or her way, what he or she will do to achieve it) and character traits (what a character's actions tell us about him or her, what adjectives we would use to describe this character) while exploring Shakespeare's brilliant language. Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as well as their skills in reading, writing, speaking, and listening. This Quest highlights writing and performance activities, asking students to write text-based pieces in which they offer advice to the play's various characters and to memorize and perform a selection of the text.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Identify poetic devices such as iambic pentameter and work to understand Shakespearean language</li> <li>Dive into, engage with, and make sense of complex text and vocabulary</li> <li>Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece</li> <li>Complete character analysis from the perspective of each character's actions and desires</li> </ul>			
<b>Unit Length:</b> 15 Days <b>Anchor Text:</b> <i>A Midsummer Night's Dream</i> <b>Text Type:</b> Literary <b>Lexile:</b> n/a because poetry/verse				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>Students can enhance their understanding and their skills in reading, writing, speaking, and listening through the genre of drama.</li> <li>Shakespeare's plays are the basis for a great number of sayings and contemporary works. To be able to decipher the language and understand how his plays were performed is key to deepening understandings of these contemporaries.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.1 5.RL.KID.2 5.RL.KID.3 5.RL.CS.4 5.RL.CS.5 5.RL.CS.6 5.RL.IKI.7 5.RL.RRTC.10 5.RI.KID.1 5.RI.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5b 5.FL.F.5c	5.W.TTP.1 5.W.TTP.1b 5.W.TP.2 5.W.TP.2d 5.W.TTP.3 5.W.TTP.3c 5.W.PDW.4 5.W.PDW.6 5.W.PDW.8 5.W.RBPK.9 5.W.RW.10	5.SL.CC.1 5.SL.PKI.4 5.SL.PKI.6	5.FL.SC.6 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aiii 5.FL.VA.7b 5.FL.VA.7c	5.RL.KID.2 5.RL.KID.3 5.RL.RRTC.10 5.FL.F.5b	5.W.TTP.3 5.W.TTP.3c	5.SL.CC.1 5.SL.PKI.4	

# Grade 5 Curriculum Map

## Unit 8: Native Americans

<p><b>Unit Summary</b></p> <p>This unit teaches students how Native Americans were intricately and intimately connected to their landscape and explores how the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land. Students write a persuasive essay in which they argue that a chosen image best shows the connection between Native Americans and the land. In this writing, students focus on note-taking, incorporating evidence, and crafting an argument; they also revise, edit, and share their writing. Students continue practicing correct verb tenses and learn transition words that indicate time or a sequence of events. They learn to use formatting to indicate titles, and they work on comma placement in sentences including tag questions, direct address, and similar constructions. They also learn the root word <i>mem</i>, the prefix <i>fore-</i>, and the suffixes <i>-tion</i> and <i>-sion</i>.</p>				<p><b>Overall Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of key vocabulary</li> <li>• Make inferences from informative text</li> <li>• Identify the main argument and evidence of a persuasive text</li> <li>• Focus on collecting relevant information and construct a persuasive essay</li> <li>• Unit Assessment</li> </ul>			
<p><b>Unit Length:</b> 15 Days</p>				<p><b>Anchor Text:</b> <i>A Changing Landscape</i></p> <p><b>Text Type:</b> Informational/Literary</p> <p><b>Lexile:</b> 1010L</p>			
<p><b>Standards Instructed</b></p>				<p><b>Standards Assessed</b></p>			
<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>	<p><b>Reading</b></p>	<p><b>Writing</b></p>	<p><b>Speaking &amp; Listening</b></p>	<p><b>Language</b></p>
<p>5.RL.KID.1 5.RL.KID.3 5.RL.CS.6 5.RL.IKI.9 5.RL.RRTC.10 5.RI.KID.1 5.RI.KID.3 5.RI.CS.4 5.RI.CS.6 5.RI.IKI.7 5.RI.IKI.8 5.RI.RRTC.10 5.FL.PWR.3 5.FL.F.5</p>	<p>5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1e 5.W.TTP.2d 5.W.TP.2 5.W.TP.2g 5.W.TTP.3 5.W.TTP.3d 5.W.PDW.4 5.W.PDW.5 5.W.PDW.8 5.W.RBPK.9 5.W.RW.10</p>	<p>5.SL.CC.1 5.SL.CC.3</p>	<p>5.FL.SC.6c 5.FL.SC.6d 5.FL.SC.6 5.FL.SC.6g 5.FL.SC.6h 5.FI.SC.6i 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aii 5.FL.VA.7aiii 5.FL.VA.7bi 5.FL.VA.7c</p>	<p>5.RL.KID.1 5.RI.KID.1 5.RI.KID.3 5.RI.CS.4 5.RI.CS.6 5.RI.IKI.9 5.FL.PWR.3</p>	<p>5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1d 5.W.TTP.3 5.W.TTP.3d 5.W.PDW.5 5.W.PDW.8</p>		<p>5.FL.SC.6d 5.FL.SC.6i 5.FL.VA.7ai 5.FL.VA.7aii</p>

# Grade 5 Curriculum Map

## Unit 9: Chemical Matter

<b>Unit Summary</b> <p>In this unit, students learn chemical content through a fictional work, <i>The Badlands Sleuth</i>, which tells the story of a fossil dig in which a number of fossils go missing and the protagonist, Amy, must use the chemistry she is learning to solve the mystery. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit include appropriate organization of content for a range of purposes, combining informational and literary details, applying recently learned insights to convey information and understanding to others, integrating information from multiple sources to explain concepts and ideas, and revising writing in response to peer feedback. The culminating writing task for this unit asks students to write Amy's next case: another detective story which uses scientific content to solve a mystery. At the conclusion of the unit, students complete an End-of-Year assessment to measure their progress throughout the academic year.</p>				<b>Overall Learning Outcomes</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of key vocabulary</li> <li>Compare and contrast two texts</li> <li>Prepare arguments for and hold a debate</li> <li>Categorize evidence and create character maps</li> <li>Plan, prepare for, and deliver a presentation</li> <li>Read and integrate information</li> <li>End-of-the-Year Assessment</li> </ul>			
<b>Unit Length:</b> 15 Days <b>Anchor Text:</b> <i>The Badlands Sleuth</i> <b>Text Type:</b> Informational/Literary <b>Lexile:</b> 880L				<b>Big Ideas</b> <ul style="list-style-type: none"> <li>This unit introduces the concepts of matter, elements, and compounds.</li> <li>Matter can be transformed by physical and chemical changes.</li> <li>This text is both informational and literary, and requires the use of prior knowledge of both text types to read, analyze, and integrate the content within.</li> </ul>			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
5.RL.KID.1 5.RL.KID.3 5.RL.CS.4 5.RL.CS.5 5.RL.CS.6 5.RL.IKI.9 5.RL.RRTC.10 5.RI.KID.1 5.RI.KID.2 5.RI.KID.3 5.RI.CS.4 5.RI.CS.5 5.RI.IKI.7 5.RI.IKI.8 5.RI.IKI.9 5.RI.RRTC.10 5.FL.PWR.3 5.FL.PWR.3a 5.FL.F.5 5.FL.F.5a 5.FL.F.5c	5.W.TTP.1 5.W.TTP.1a 5.W.TTP.1c 5.W.TTP.1b 5.W.TTP.1d 5.W.TP.2 5.W.TP.2a 5.W.TP.2b 5.W.TP.2c 5.W.TP.2d 5.W.TP.2f 5.W.TP.2g 5.W.TP.2e 5.W.TTP.3 5.W.TTP.3a 5.W.TTP.3b 5.W.TTP.3c 5.W.TTP.3d 5.W.TTP.3f 5.W.TTP.3e 5.W.PDW.4 5.W.PDW.5 5.W.PDW.6 5.W.PDW.7 5.W.PDW.8 5.W.RBPK.8 5.W.RW.10	5.SL.CC.1 5.SL.CC.2 5.SL.CC.3 5.SL.PKI.4 5.SL.PKI.6	5.FL.SC.6 5.FL.SC.6b 5.FL.SC.6 5.FL.SC.6g 5.FL.SC.6h 5.FL.VA.7a 5.FL.VA.7ai 5.FL.VA.7aai 5.FL.CA.7aiii 5.FL.VA.7b 5.FL.VA.7bi 5.FL.VA.7c	5.RL.KID.1 5.RL.KID.3 5.RL.CS.5 5.RL.CS.6 5.RI.KID.1 5.RI.CS.5 5.RI.IKI.7 5.RI.IKI.8 5.RI.IKI.9 5.FL.PWR.3	5.W.TTP.1 5.W.TP.2 5.W.TP.2g 5.W.TTP.3 5.W.PDW.4 5.W.PDW.5 5.W.PDW.8 5.W.RBPK.9	5.SL.CC.2 5.SL.PKI.4 5.SL.PKI.5	5.FL.SC.6b 5.FL.SC.6g 5.FL.SC.6h 5.FL.VA.7aii