

Grade 1 Curriculum Map

Skills Unit 1

Unit Summary 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).				Overall Learning Outcomes <ul style="list-style-type: none"> Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds Spell words with double-letter spellings Identify Tricky Spellings 'th' >/th/, /<u>th</u>/ and 's' pronounced /s/ or /z/ Consonant digraphs ('ch', 'sh', 'th', 'ng') Identify Tricky Words (review from K) Read stories in the decodable Reader Answer story questions Beginning-of-the-Year Placement Assessment 			
Unit Length: 32 Days				Anchor Text: <i>Snap Shots</i> Text Type: Literary Lexile: 450L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.6 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3g RF.1.4 RF.1.4a RF.1.4b		SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.6	L.1.1 L.1.1a L.1.1b L.1.1d L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.5	RL.1.1 RL.1.2 RL.1.7 RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.4a			L.1.2b L.1.2d

Grade 1 Curriculum Map

Skills Unit 2

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> Read and write long vowel sounds, including separated vowel digraphs (CVCe words) Identify and use common and proper nouns Identify and spell Tricky Words <i>he, she, we, be, me, we, they, their, my, by, you, your</i> Spell dictated words Unit Assessment 			
Unit Length: 19 Days				Big Ideas <ul style="list-style-type: none"> Students read the decodable Reader “Gran” to practice fluency. The stories follow the character Gran, a well-traveled grandmother who visits her grandchildren, Josh and Jen. Students answer comprehension questions orally and/or in writing after reading each story. 			
Anchor Text: <i>Gran</i> Text Type: Literary Lexile: 400L							
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.3b RF.1.3c RF.1.3g RF.1.4 RF.1.4a RF.1.4b		SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1b L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.5a L.1.5c L.1.6	RL.1.1 RL.1.3 RL.1.7 RF.1.2d RF.1.3b RF.1.3c RF.1.4a RF.1.4b			L.1.2b L.1.2d

Grade 1 Curriculum Map

Skills Unit 3

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/ • Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/ • Identify and spell Tricky Words <i>should, could, would, down, because</i> • Spell grade-level words correctly: weekly spelling tests begin • Identify and use verbs and verb tenses • Use the writing process to compose a narrative • Unit Assessment 			
Unit Length: 19 Days				Anchor Text: <i>Fables</i> Text Type: Literary Lexile: 480L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RL.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1e L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e	RL.1.1 RL.1.3 RL.1.7 RL.1.10 RF.1.2d RF.1.3b RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5		L.1.1j L.1.2b L.1.2d L.1.2e

Grade 1 Curriculum Map

Skills Unit 4

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> Read and write words with r-controlled vowels Review long vowel spellings, including digraphs Identify and use contractions Spell grade-level words correctly Divide multi-syllable words into parts Read and spell Tricky Words <i>today, yesterday, tomorrow</i> Read and write past tense verbs with -ed Compose descriptive writing pieces Mid-Year Assessment 			
Unit Length: 28 Days Anchor Text: <i>The Green Fern Zoo</i> Text Type: Informational Lexile: 610L				Big Ideas <ul style="list-style-type: none"> Students read the decodable Reader “The Green Fern Zoo” to practice fluency. The main character is fictional, but the information in the book is factual. Informational text features such as headings and a picture glossary are introduced. Students answer comprehension questions orally and/or in writing after reading each story. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.5 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.1a RF.1.2 RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b	W.1.2 W.1.5 W.1.6 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1a L.1.1b L.1.1c L.1.1e L.1.1f L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.4 L.1.4b L.1.4c L.1.5 L.1.5a L.1.6	RL.1.1 RI.1.1 RI.1.10 RF.1.2 RF.1.2c RF.1.3b RF.1.3d RF.1.3e RF.1.3f RF.1.4a RF.1.4b	W.1.2 W.1.5		L.1.1b L.1.1e L.1.1f L.1.2 L.1.2a L.1.2c L.1.2d

Grade 1 Curriculum Map

Skills Unit 5

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> Segment and blend two-syllable words Read and write spelling alternatives for /ch/, /j/, /v/, and /r/ Review single and double-letter consonants Form plural nouns by adding -s, -es Write words with suffixes -ed or -ing Spell grade-level words correctly Identify and write different sentence types Use the writing process to compose a letter expressing an opinion Unit Assessment 			
Unit Length: 22 Days Anchor Text: <i>Kate's Book</i> Text Type: Literary Lexile: 540L				Big Ideas <ul style="list-style-type: none"> Students read the decodable Reader "Kate's Book" to practice fluency. The Reader tells the story of a girl named Kate who writes a book about her summer vacation. The premise is that students are reading the book that Kate wrote, which her grandmother also illustrated. Students answer comprehension questions orally and/or in writing after reading each story. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3e RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.5 W.1.6 W.1.7	SL.1.1 SL.1.1a SL.1.1b SL.1.5 SL.1.6	L.1.1 L.1.1b L.1.1c L.1.1e L.1.1f L.1.1i L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.4 L.1.4a L.1.4b L.1.4c	RL.1.1 RL.1.10 RF.1.1a RF.1.3 RF.1.3a RF.1.3b RF.1.3e RF.1.3f RF.1.4 RF.1.4a RF.1.4b	W.1.1		L.1.1c L.1.1f L.1.1j L.1.2b L.1.2d L.1.4c

Grade 1 Curriculum Map

Skills Unit 6

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> Segment and blend two-syllable words Read and write spelling alternatives for /s/, /n/, /ng/, /w/ Spell grade-level words correctly Use past, present, and future verb tenses Build phrases and expand sentences using adjectives Match pronouns to antecedents Use the writing process to compose a personal narrative Unit Assessment 			
Unit Length: 25 Days				Big Ideas <ul style="list-style-type: none"> Students read the decodable Reader “Grace” to practice fluency. 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. Students answer comprehension questions orally and/or in writing after reading each story. 			
Anchor Text: <i>Grace</i> Text Type: Literary Lexile: 560L							
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.3 RL.1.7 RL.1.9 RF.1.1 RF.1.1a RF.1.2 RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.4 SL.1.6	L.1.1 L.1.1b L.1.1c L.1.1d L.1.1e L.1.1f L.1.1i L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.4c L.1.5a	RL.1.1 RL.1.3 RL.1.9 RF.1.2 RF.1.3 RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4a RF.1.4b	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.4	L.1.1c L.1.1d L.1.2d L.1.2e L.1.4a L.1.4c

Grade 1 Curriculum Map

Skills Unit 7

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> Segment and blend two-syllable words Read and write spelling alternatives for /ae/, /oe/ Spell grade-level words correctly Identify and use plural nouns Identify and use correct noun-verb agreement Write sentences using conjunctions Use the writing process to compose instructional writing End-of-the-Year Assessment 			
Unit Length: 21 Days Anchor Text: <i>Kay and Martez</i> Text Type: Literary Lexile: 630L				Big Ideas <ul style="list-style-type: none"> 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. The text incorporates Grade 1 history and geography topics from the CKLA Knowledge strand. Students answer comprehension questions orally and/or in writing after reading each story. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.9 RI.1.5 RF.1.1a RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b	W.1.1 W.1.2 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.6	L.1.1b L.1.1c L.1.1e L.1.1g L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.4 L.1.4a L.1.4c L.1.6	RL.1.1 RL.1.3 RF.1.1a RF.1.3b RF.1.3c RF.1.3f RF.1.3g RF.1.4a	W.1.1 W.1.2 W.1.5		L.1.1c L.1.2b L.1.2c L.1.2d L.1.4c

Grade 1 Curriculum Map

Knowledge Domain 1: Fables and Stories

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension through “Somebody Wanted But So Then” strategy • Set a purpose for listening and understand the meaning behind sayings and phrases • Begin to explore the genre of narrative writing • Domain Assessment 			
Unit Length: 10 Days				Big Ideas <ul style="list-style-type: none"> • Fables and stories have delighted generations of people around the world and are essential for cultural literacy. • They contain valuable lessons about ethics and behavior, and students will develop an understanding of different types of fiction. • This domain helps students develop a strong foundation for the understanding and enjoyment of fiction. 			
Anchor Text: <i>Fables and Stories</i> (Read-Aloud) Text Type: Literary Lexile: 770L							
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.9 RL.1.10	W.1.3 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1h L.1.4 L.1.4a L.1.5 L.1.5a L.1.5c L.1.6	RL.1.1 RL.1.2 RL.1.3	W.1.7 W.1.8		L.1.1 L.1.1h

Grade 1 Curriculum Map

Knowledge Domain 2: The Human Body

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension through “Somebody Wanted But So Then” strategy • Set a purpose for listening and identify important information in a text • Explore informational writing through collecting and synthesizing information in a group then recording it into a body systems booklet • Domain Assessment 			
Unit Length: 10 Days				Anchor Text: <i>The Human Body</i> (Read-Aloud) Text Type: Informational Lexile: 790L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.9 RI.1.10	W.1.2 W.1.7	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.4a SL.1.5 SL.1.6	L.1.1 L.1.4 L.1.4a L.1.5c L.1.6	RI.1.1 RI.1.2 RI.1.3 RI.1.7	W.1.2		

Grade 1 Curriculum Map

Knowledge Domain 3: Different Lands, Similar Stories

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension through “Somebody Wanted But So Then” strategy • Set a purpose for listening and make text-to-text connections • Retell stories using story grammar and a correct sequence of events • Compare and contrast fairy tales and folktales • Domain Assessment 			
Unit Length: 9 Days				Anchor Text: <i>Different Lands, Similar Stories</i> (Read-Aloud) Text Type: Literary Lexile: 770L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.9 RL.1.10		SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1h L.1.4 L.1.5 L.1.5c L.1.6	RL.1.3 RL.1.9			

Grade 1 Curriculum Map

Knowledge Domain 4: Early World Civilizations

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension through “Somebody Wanted But So Then” strategy • Set a purpose for listening and identify important information in a text • Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph • Domain Assessment 			
Unit Length: 16 Days				Anchor Text: <i>Early World Civilizations</i> (Read-Aloud) Text Type: Informational Lexile: 950L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.6 RL.1.7 RL.1.10 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7 RI.1.9 RI.1.10	W.1.2 W.1.3 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1d L.1.1i L.1.4 L.1.4b L.1.5 L.1.5a L.1.5b L.1.5c L.1.6	RI.1.2 RI.1.3 RI.1.7 RI.1.9	W.1.3 W.1.7	SL.1.4	L.1.1d

Grade 1 Curriculum Map

Knowledge Domain 5: Early American Civilizations

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Identify important information in a text • Explore informational writing through collecting and synthesizing information, and recording it in charts, graphic organizers, and a written paragraph • Domain Assessment 			
Unit Length: 11 Days				Anchor Text: <i>Early American Civilizations</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 950L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.10 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.9 RI.1.10	W.1.2 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1d L.1.4 L.1.4a L.1.5 L.1.5a L.1.5b L.1.5c L.1.5d L.1.6	RI.1.2	W.1.2		

Grade 1 Curriculum Map

Knowledge Domain 6: Astronomy

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Identify important information in a text • Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers • Explore opinion writing by stating an opinion and supplying reasons to support it • Domain Assessment 			
Unit Length: 9 Days				Anchor Text: <i>Astronomy</i> (Read-Aloud) Text Type: Informational Lexile: 1020L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.4 RL.1.5 RL.1.10 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10	W.1.1 W.1.2 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1b L.1.1g L.1.4 L.1.4a L.1.4b L.1.5 L.1.5a L.1.5b L.1.5c L.1.5d L.1.6	RL.1.5 RI.1.2 RI.1.9	W.1.1 W.1.2 W.1.8		

Grade 1 Curriculum Map

Knowledge Domain 7: The History of the Earth

Unit Summary Students learn about the geographical features of the earth's surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Identify important information in a text • Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter • Domain Assessment 			
Unit Length: 8 Days				Anchor Text: <i>The History of the Earth</i> (Read-Aloud) Text Type: Informational Lexile: 1020L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.10 RF.1.2	W.1.2 W.1.6 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1g L.1.4 L.1.4a L.1.4b L.1.4c L.1.5 L.1.5a L.1.5c L.1.6	RI.1.2 RI.1.3 RI.1.5 RI.1.7	W.1.2		

Grade 1 Curriculum Map

Knowledge Domain 8: Animals and Habitats

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Identify important information in a text • Explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers • Domain Assessment 			
Unit Length: 9 Days				Anchor Text: <i>Animals and Habitats</i> (Read-Aloud) Text Type: Informational Lexile: 1010L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9 RI.1.10	W.1.1 W.1.2	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1g L.1.4 L.1.4a L.1.5 L.1.5a L.1.5c L.1.5d L.1.6	RI.1.2	W.1.2	SL.1.4	

Grade 1 Curriculum Map

Knowledge Domain 9: Fairy Tales

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension by identifying the elements of a fairy tale • Set a purpose for listening and compare and contrast literary ideas such as Fantasy and Reality and Hero and Villain • Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale • Domain Assessment 			
Unit Length: 9 Days				Anchor Text: <i>Fairy Tales</i> (Read-Aloud) Text Type: Literary Lexile: 830L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.7 RL.1.9 RL.1.10	W.1.1 W.1.3 W.1.5 W.1.6 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1g L.1.4 L.1.4a L.1.4c L.1.5 L.1.5a L.1.5c L.1.5d L.1.6	RL.1.2 RL.1.3 RL.1.9	W.1.3 W.1.5 W.1.7 W.1.8		

Grade 1 Curriculum Map

Knowledge Domain 10: A New Nation: American Independence

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> Demonstrate understanding of key vocabulary Set a purpose for listening Deepen comprehension through “Somebody Wanted But So Then” strategy Identify important information and sequence events in a text Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph Domain Assessment 			
Unit Length: 12 Days				Anchor Text: <i>A New Nation: American Independence</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 950L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.4 RL.1.7 RL.1.10 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10	W.1.2 W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1e L.1.4 L.1.4a L.1.5 L.1.5a L.1.5c L.1.6	RI.1.1 RI.1.2 RI.1.6	W.1.2	SL.1.2	

Grade 1 Curriculum Map

Knowledge Domain 11: Frontier Explorers

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Deepen comprehension through “Somebody Wanted But So Then” strategy • Identify important information and sequence events in a text • Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph • Domain Assessment 			
Unit Length: 11 Days				Anchor Text: <i>Frontier Explorers</i> (Read-Aloud) Text Type: Informational Lexile: 1060L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.10	W.1.2 W.1.6 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1j L.1.4 L.1.4a L.1.4c L.1.5 L.1.5a L.1.5c L.1.6	RI.1.2 RI.1.3	W.1.2 W.1.8		L.1.5c