

Kindergarten Curriculum Map

Knowledge Domain 1: Nursery Rhymes and Fables

Unit Summary

UNIT LENGTH: 12 days

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.

Unit Components

Anchor Text:	<i>Nursery Rhymes and Fables</i> (Read-Aloud) Literary * 760L
Trade Book:	<i>Hush!</i> by Minfong Ho Literary * 600L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify rhyming words
- Identify literary elements such as character, main events, and moral lessons
- Compare and contrast characters from different rhymes and fables
- Sequence events in a rhyme or story
- Retell a story by drawing and writing details about the characters and events
- Domain Assessment

Big Ideas

- Nursery rhymes and fables have been favorites with children for generations.
- Traditional rhymes help students learn vocabulary and build phonemic awareness.
- Listening to and learning to recite nursery rhymes help students develop language awareness, leading to better readers and writers.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.2b	ELA.K.R.1.1 ELA.K.R.1.4 ELA.K.R.2.2 ELA.K.R.3.1 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.2 ELA.K.C.2.1 ELA.K.C.4.1	ELA.K.V.1.1 ELA.K.V.1.2 ELA.K.V.1.3	ELA.K.F.1.2b	ELA.K.R.1.1 ELA.K.R.1.4 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.2 ELA.K.C.4.1	
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.6.1				ELA.K12.EE.3.1 ELA.K12.EE.4.1			

Kindergarten Curriculum Map

Knowledge Domain 2: The Five Senses

Unit Summary

UNIT LENGTH: 8 days

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.

Unit Components

Anchor Text:	<i>The Five Senses</i> (Read-Aloud) Informational * 990L
Trade Book:	<i>Rainbow Joe and Me</i> by Maria Diaz Strom Literary * 490L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 1: Introducing Opinion Writing

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Use graphic organizers to categorize and sort information about the senses
- Create timelines recording important events in the lives of Helen Keller and Ray Charles
- Write and draw information detailing each of the five senses
- Domain Assessment

Big Ideas

- Everything we know about the world comes through our five senses.
- Each sense uses a unique body part to take in information.
- Conducting observations and using language to describe those observations are key skills in the scientific process.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1g	ELA.K.R.1.1 ELA.K.R.2.2 ELA.K.R.3.1 ELA.K.R.3.2a ELA.K.R.3.2b	ELA.K.C.1.2 ELA.K.C.1.3 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.2.1 ELA.K.C.4.1	ELA.K.V.1.1 ELA.K.V.1.2	ELA.K.F.1.2b	ELA.K.R.1.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b	ELA.K.C.1.2 ELA.K.C.1.3 ELA.K.C.1.4 ELA.K.C.1.5	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1							

Kindergarten Curriculum Map

Knowledge Domain 3: Stories

Unit Summary

UNIT LENGTH: 10 days

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.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Sequence the beginning, middle, and end of stories
- Compare and contrast characters from different stories
- Orally create and expand sentences
- Describe characters, setting, and plot from different stories
- Write and draw events and details to retell a story
- Domain Assessment

Big Ideas

- Memorable characters in classic stories and trickster tales have delighted children for generations.
- Students gain an appreciation for fiction from other cultures.
- Students acquire an understanding of the elements of a story including characters, plot, and setting.
- Recurring themes appear in classic and popular children’s literature.

Unit Components

Anchor Text:	<i>Stories</i> (Read-Aloud) Literary * 810L
Trade Book:	<i>Red Riding Hood</i> by James Marshall Literary * 520L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1d	ELA.K.R.1.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.2 ELA.K.C.1.3 ELA.K.C.3.1 ELA.K.C.5.1	ELA.K.V.1.1		ELA.K.R.1.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.3	ELA.K.V.1.1 ELA.K.V.1.2
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.4.1							

Kindergarten Curriculum Map

Knowledge Domain 4: Plants

Unit Summary

UNIT LENGTH: 11 days

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.

Unit Components

Anchor Text:	<i>Plants</i> (Read-Aloud) Informational/Literary * 930L
Trade Book:	<i>The Carrot Seed</i> by Ruth Krauss and Crockett Johnson (FL Text) Literary * 400L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Compare and contrast characteristics of plants and plant parts using a graphic organizer
- Orally describe plants, plant parts, and life cycles
- Describe characters, setting, and plot from different stories
- Write and draw information from the text
- Domain Assessment

Big Ideas

- Plants make up one kingdom in the scientific system that classifies different living things.
- There are more than 350,000 species of plants on earth.
- Plants need basic things to stay alive and grow.
- Plants have life cycles, like other living things.
- All living things are interconnected.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.K.R.1.1 ELA.K.R.2.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b	ELA.K.C.1.4	ELA.K.V.1.1 ELA.K.V.1.2		ELA.K.R.2.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b	ELA.K.C.1.4	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1				ELA.K12.EE.1.1			

Kindergarten Curriculum Map

Knowledge Domain 5: Farms

Unit Summary

UNIT LENGTH: 9 days

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.

Unit Components

Anchor Text:	<i>Farms</i> (Read-Aloud) Informational/Literary * 930L
Trade Book:	<i>On a Farm</i> by Alexa Andrews (FL Text) Literary * BR190L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 2: Developing Opinion Writing

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Choose the best word to describe what is happening in images
- Orally describe farm animals, farm jobs, farm tools, and how food gets from farms to markets
- Sequence events in an informational and literary text
- Write and draw information from the text about animals, farm jobs, and seasons
- Domain Assessment

Big Ideas

- Students draw on information gained in the *Plants* domain to understand what plants and animals need to grow.
- Farms are an important source of food and other products people use.
- The classic story “The Little Red Hen” describes the seasonal rhythm of planting, growing, and harvesting.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.4	ELA.K.R.2.2 ELA.K.R.2.4 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.3 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.4.1 ELA.K.C.5.1	ELA.K.V.1.3		ELA.K.R.2.2 ELA.K.R.2.4 ELA.K.R.3.2a ELA.K.R.3.2b	ELA.K.C.1.3 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.4.1 ELA.K.C.5.1	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.5.1				ELA.K12.EE.1.1 ELA.K12.EE.5.1			

Kindergarten Curriculum Map

Knowledge Domain 6: Native Americans

Unit Summary

UNIT LENGTH: 8 days

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.

Unit Components

Anchor Text:	<i>Native Americans</i> (Read-Aloud) Informational/Literary * 810L
Trade Book:	<i>D Is for Drum</i> by Debbie and Michael Shoulders Literary * 1040L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words *to* and *from* in context
- Use details from the text to orally describe food, clothing, and shelter of each of the Native American tribes discussed
- Compare and contrast three Native American tribes using a graphic organizer
- Write and draw information from the text to describe characteristics of different tribes and items used in Native American life

Big Ideas

- Indigenous people lived on the North and South American continents long before European explorers visited and settled this area.
- There were many different tribes and each had their own way of life.
- Geographical locations influenced lifestyles and individual cultures of different tribes.
- Three tribes are the focus of the unit: Lakota Sioux, Wampanoag, and Lenape.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.K.R.1.1 ELA.K.R.2.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.2 ELA.K.C.1.4 ELA.K.C.2.1 ELA.K.C.4.1	ELA.K.V.1.3		ELA.K.R.2.2 ELA.K.R.2.4 ELA.K.R.3.2a ELA.K.R.3.2b	ELA.K.C.1.2 ELA.K.C.1.4 ELA.K.C.2.1	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.5.1			

Kindergarten Curriculum Map

Knowledge Domain 7: Kings and Queens

Unit Summary

UNIT LENGTH: 8 days

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.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Distinguish the meaning of the words *to* and *from* in context
- Describe the characters, setting, and plot of a story
- Sequence story events
- Compare and contrast royal families with non-royal families using a graphic organizer
- Draw and write events from stories
- Domain Assessment

Big Ideas

- Throughout history, royalty has played a major role in the governance of countries in the world.
- The responsibilities, lifestyles, and customs associated with royalty provide context for many classic and well-loved stories and rhymes.
- This unit provides background knowledge for later domains and builds knowledge for understanding different forms of government.

Unit Components

Anchor Text:	<i>Kings and Queens</i> (Read-Aloud) Informational/Literary * 870L
Trade Book:	<i>Princess Hyacinth (The Surprising Tale of a Girl Who Floated)</i> by Florence Parry Heide Literary * 600L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 3: Introducing Narrative Writing

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.2b	ELA.K.R.1.1 ELA.K.R.1.3 ELA.K.R.1.4 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.2 ELA.K.C.1.3 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.2.1 ELA.K.C.4.1	ELA.K.V.1.2 ELA.K.V.1.3		ELA.K.R.1.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b	ELA.K.C.1.2 ELA.K.C.1.3 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.4.1	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1				ELA.K12.EE.3.1			

Kindergarten Curriculum Map

Knowledge Domain 8: Seasons and Weather

Unit Summary

UNIT LENGTH: 8 days

This domain provides an introduction to weather and the seasons. Students learn that regions of Earth experience weather patterns with different characteristics throughout the year.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational and literary text
- Ask and answer questions using *who*
- Draw and sequence the seasons of the year
- Use information from the text to draw a picture explaining how to stay safe during a storm
- Record information in a weather diary and present a weather report
- Domain Assessment

Unit Components

Anchor Text:	<i>Seasons and Weather</i> (Read-Aloud) Informational/Literary * 950L
Trade Book:	<i>Thunder Cake</i> by Patricia Polacco Literary * 630L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 4: Developing Narrative Writing

Big Ideas

- Different regions of the Earth experience different weather patterns throughout the year.
- Weather patterns in the year are called seasons: winter, spring, summer, and fall.
- Knowing about the weather is important to our daily lives and activities.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1d	ELA.K.R.1.1 ELA.K.R.1.3 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.2 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.2.1 ELA.K.C.4.1 ELA.K.C.5.1	ELA.K.V.1.2 ELA.K.V.1.3		ELA.K.R.1.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.2 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.2.1 ELA.K.C.4.1 ELA.K.C.5.1	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1				ELA.K12.EE.3.1 ELA.K12.EE.6.1			

Kindergarten Curriculum Map

Knowledge Domain 9: Columbus and the Pilgrims

Unit Summary

UNIT LENGTH: 9 days

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.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to summarize text
- Ask and answer questions using *what*
- Identify and understand information on a timeline
- Write a travel journal
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

Unit Components

Anchor Text:	<i>Columbus and the Pilgrims</i> (Read-Aloud) Informational * 940L
Trade Book:	<i>Pilgrims of Plymouth</i> by Susan E. Goodman Literary * 510L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)

Big Ideas

- The arrival of Columbus and, more than 100 years later, of the Pilgrims in North America, are important events in the history of the United States.
- There are similarities and differences between the two voyages of Columbus and the Pilgrims, their motivations, and their interactions with Native Americans.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.K.R.2.2 ELA.K.R.3.2 ELA.K.R.3.2b	ELA.K.C.1.4 ELA.K.C.4.1	ELA.K.V.1.1 ELA.K.V.1.3		ELA.K.R.2.2 ELA.K.R.3.2b	ELA.K.C.1.4	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1			

Kindergarten Curriculum Map

Knowledge Domain 10: Colonial Towns and Townspeople

Unit Summary

UNIT LENGTH: 10 days

Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times. The domain features the many tradespeople who contributed to a growing new country.

Unit Components

Anchor Text:	<i>Colonial Towns and Townspeople</i> (Read-Aloud) Informational/Literary * 990L
Trade Book:	<i>Ox-Cart Man</i> by Donald Hall Literary * 1130L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 5: Introducing Informative Writing
Vocabulary Lesson:	Context Clues

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Ask and answer questions using *where*
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

Big Ideas

- Students draw on knowledge from *Columbus and the Pilgrims* as they learn more about America’s history during colonial times.
- The daily life of people during the colonial era are contrasted with students’ present-day experiences.
- The differences between living in a town versus living in the country are explored.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
ELA.K.F.1.1d	ELA.K.R.1.1 ELA.K.R.1.4 ELA.K.R.2.2 ELA.K.R.3.2 ELA.K.R.3.2b	ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.2.1 ELA.K.C.3.1 ELA.K.C.4.1	ELA.K.V.1.1 ELA.K.V.1.3		ELA.K.R.2.2 ELA.K.R.3.2 ELA.K.R.3.2b	ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.3.1	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1				ELA.K12.EE.4.1 ELA.K12.EE.5.1 ELA.K12.EE.6.1			

Kindergarten Curriculum Map

Knowledge Domain 11: Taking Care of the Earth

Unit Summary

UNIT LENGTH: 10 days

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.

Unit Components

Anchor Text:	<i>Taking Care of the Earth</i> (Read-Aloud) Informational * 920L
Trade Book:	<i>The Sky Painter: Louis Guertes, Bird Artist</i> by Margarita Engle (FL Text) Literary * 970L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 6: Developing Informative Writing

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Create a class book about solutions to environmental problems
- Domain Assessment

Big Ideas

- People’s actions affect the environment in which we live.
- Earth’s natural resources include land, water, and air.
- The best way to conserve Earth’s resources is to practice the three Rs of conservation—reduce, reuse, and recycle.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.K.R.1.1 ELA.K.R.2.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.2 ELA.K.C.1.3 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.2.1 ELA.K.C.3.1 ELA.K.C.4.1 ELA.K.C.5.1	ELA.K.V.1.1 ELA.K.V.1.2		ELA.K.R.1.1 ELA.K.R.2.2 ELA.K.R.3.2a ELA.K.R.3.2b ELA.K.R.3.3	ELA.K.C.1.2 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.3.1 ELA.K.C.4.1 ELA.K.C.5.1	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.5.1			

Kindergarten Curriculum Map

Knowledge Domain 12: Presidents and American Symbols

Unit Summary

UNIT LENGTH: 9 days

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.

Unit Components

Anchor Text:	<i>Presidents and American Symbols</i> (Read-Aloud) Informational/Literary * 890L
Trade Book:	<i>The Bald Eagle</i> by Norman Pearl (FL Text) Literary * 710L
FL Social Studies, Science, and Art Connections:	ReadWorks Article(s)
Writing Studio:	Unit 7: Purposeful Writing
Vocabulary Lesson:	Alphabetizing

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Orally describe details from informational text
- Use a graphic organizer to organize and retell information, including a timeline
- Sequence events based on information in the text
- Write short phrases and sentences and draw pictures based on details in the text
- Domain Assessment

Big Ideas

- The lives and accomplishments of five famous presidents are highlighted.
- American symbols are presented and discussed.
- The branches of government are introduced.
- Information about America's early history from previous domains is used to understand how the United States of America came into being.

Benchmarks Instructed				Benchmarks Assessed			
Foundational Skills	Reading	Communication	Vocabulary	Foundational Skills	Reading	Communication	Vocabulary
	ELA.K.R.3.2 ELA.K.R.3.2b	ELA.K.C.1.2 ELA.K.C.1.3 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.2.1 ELA.K.C.5.1	ELA.K.V.1.1		ELA.K.R.2.2 ELA.K.R.3.2b	ELA.K.C.1.2 ELA.K.C.1.3 ELA.K.C.1.4 ELA.K.C.1.5 ELA.K.C.2.1 ELA.K.C.5.1	ELA.K.V.1.1
K-12 ELA Expectations for Students Instructed				K-12 ELA Expectations for Students Assessed			
ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1				ELA.K12.EE.1.1 ELA.K12.EE.3.1 ELA.K12.EE.4.1 ELA.K12.EE.5.1			

