

The Listening & Learning strand of the Core Knowledge Language Arts program is designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. Through introducing, presenting, and discussing read-alouds in each domain, teachers build students' listening and reading comprehension and oral language skills. For a Unit-by-Unit Alignment of Listening & Learning objectives to the Common Core State Standards, please visit <http://www.engageny.org/resource/grade-1-english-language-arts>.

Each domain anthology is comprised of daily lessons, pausing points, a domain review, a domain assessment, and culminating activities.

- **Pausing Points:** opportunities to review, reinforce, or extend the content taught thus far. Both the decision to pause and the length of the pause are optional and should be determined by each individual teacher based on the particular class's performance.
- **Domain Review:** an opportunity to review and reinforce the material (e.g., core content and vocabulary) in the domain in order to help students prepare for the domain assessment.
- **Domain Assessment:** evaluates students' understanding and retention of academic vocabulary words and the core content targeted in the domain. The results should guide review and remediation the following day.
- **Culminating Activities:** provide remediation and/or enrichment for individual students, small groups, or the whole class based on the results of the Domain Assessment and students' Tens scores.

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## Fables and Stories

10 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 Days)

*This domain will introduce students to fables and stories that have delighted generations of people. By listening to these classics, students will increase their vocabulary and reading comprehension skills, learn valuable lessons about ethics and behavior, become familiar with the key elements and parts of a story, and acquire cultural literacy.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Ask and answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud</i></p> <p><i>Make predictions prior to and during read-alouds</i></p>	<p><i>Use agreed-upon rules for group discussion</i></p> <p><i>Carry on and participate in a conversation over at least 6 turns</i></p> <p><i>Ask and answer questions requiring literal recall and understanding</i></p> <p><i>Produce complete sentences when appropriate</i></p>	<p><i>Identify real-life connections between words and their use</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</i></p>	
<b>Lesson 1: The Boy Who Cried Wolf</b>	<p><b>Identify character, plot, and setting</b> and explain those terms as they apply to “The Boy Who Cried Wolf”</p> <p>Identify and explain in their own words the moral of “The Boy Who Cried Wolf”</p> <p><b>Retell</b> the fable “The Boy Who Cried Wolf” including <b>key details</b></p> <p>Describe how the shepherd boy in “The Boy Who Cried Wolf” is lonely at the beginning of the fable</p> <p>Explain that “The Boy Who Cried Wolf” is fiction and why</p> <p>Identify words and phrases that suggest feelings or appeal to the senses</p> <p>Distinguish fantasy from informational or realistic text</p>	<p>Perform the story “The Boy Who Cried Wolf” for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Identify new meanings for familiar words and apply them accurately</p> <p><b>Word Work: startled</b></p> <p><b>Multiple Meaning Word Activity: company</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> The Maid and the Milk Pail	<p>Retell the fable “The Maid and the Milk Pail” including <b>key details</b></p> <p>Identify the moral of the fable “The Maid and the Milk Pail”</p> <p><b>Identify the literary terms <i>characters</i> and <i>plot</i></b>, and explain those terms as they apply to the fable “The Maid and the Milk Pail”</p> <p>Explain how the milkmaid’s feelings changed from the beginning to the end of “The Maid and the Milk Pail”</p> <p>Explain that “The Maid and the Milk Pail” is fiction because it was made up to teach a lesson</p>	<p>Clarify information about “The Maid and the Milk Pail” by asking questions that begin with <i>where</i></p> <p>Prior to listening to “The Maid and the Milk Pail,” identify orally what they know and have learned about fables</p>	<p>Word Work: <b>balanced</b></p>	
<b>Lesson 3:</b> The Goose and the Golden Eggs	<p>Retell the fable “The Goose and the Golden Eggs” including <b>key details</b></p> <p><b>Identify the moral</b> of the fable “The Goose and the Golden Eggs”</p> <p><b>Identify the literary term <i>characters</i></b>, and explain that term as it applies to the fable “The Goose and the Golden Eggs”</p> <p>Identify that the farmer in the fable “The Goose and the Golden Eggs” is greedy</p> <p>Explain that “The Goose and the Golden Eggs” is fiction because it was made up to teach a lesson</p> <p>Orally <b>compare and contrast</b> the milkmaid in “The Maid and the Milk Pail” with the farmer in “The Goose and the Golden Eggs”</p>	<p>Prior to listening to “The Goose and the Golden Eggs,” identify orally what they know and have learned about the fable “The Maid and the Milk Pail”</p>	<p>Identify new meanings for familiar words, such as <i>rock</i>, and apply them accurately</p> <p>Word Work: <b>greedy</b></p> <p>Multiple Meaning Word Activity: <b>rock</b></p>	<p>Revise the fable “The Goose and the Golden Eggs” orally or in writing by changing the ending</p> <p>Write and illustrate a new ending to the fable “The Goose and the Golden Eggs” and discuss with one or more peers</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: The Dog in the Manger	<p>Describe the actions of the animals in "The Dog in the Manger"</p> <p>Identify the moral of the fable "The Dog in the Manger"</p> <p>Identify the literary terms <i>plot</i> and <i>setting</i>, and explain those terms as they apply to the fable "The Dog in the Manger"</p> <p>Describe the feelings of the oxen in the fable "The Dog in the Manger"</p> <p>Explain that "The Dog in the Manger" is fiction because it was made up to teach a lesson</p>	<p>Clarify information about "The Dog in the Manger" by asking questions that begin with <i>why</i></p> <p>Prior to listening to "The Dog in the Manger," identify orally what they know and have learned about characters from other fables they have heard</p>	<p>Word Work: <b>budge</b></p>	<p>With assistance, make a T-Chart to categorize and organize things that animals can and cannot do</p>
Lesson 5: The Wolf in Sheep's Clothing	<p>Identify the moral of the fable "The Wolf in Sheep's Clothing"</p> <p>Identify the literary term <i>characters</i>, and explain the term as it applies to the fable "The Wolf in Sheep's Clothing"</p> <p>Explain that "The Wolf in Sheep's Clothing" is fiction because it was made up to teach a lesson</p>	<p>Prior to listening to "The Wolf in Sheep's Clothing," identify orally what they know and have learned about characteristics of fables</p> <p>Orally use determiners, such as <i>a</i> and <i>the</i>, and apply them accurately</p>	<p>Explain the meaning of "a wolf in sheep's clothing" and use in appropriate contexts</p> <p>Word Work: <b>disguise</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> The Fox and the Grapes	<p>Retell the fable, “The Fox and the Grapes” including <b>key details</b></p> <p><b>Identify the moral</b> of the fable “The Fox and the Grapes”</p> <p><b>Identify the characters and plot</b> of the fable, “The Fox and the Grapes” and the characters, plot, and setting of a favorite fable</p> <p>Identify that “sour grapes” refers to how someone might feel about not getting something they wanted</p> <p>Explain that “The Fox and the Grapes” is fiction because it was made up to teach a lesson</p> <p><b>Sequence pictures illustrating events</b> from a fiction read-aloud</p>	<p>Clarify information about “The Fox and the Grapes” by asking questions that begin with <i>what</i></p> <p>Clarify directions by asking classmates about the order in which they should perform the task of drawing a favorite fable</p> <p>Add a drawing to clarify description of a favorite fable</p> <p>Prior to listening to “The Fox and the Grapes,” identify orally what they know and have learned about the use of common phrases in fables</p>	<p>Explain the meaning of the common phrase “sour grapes” and use in appropriate contexts</p> <p>Word Work: <b>bunch</b></p>	<p>Draw pictures, dictate, or write simple sentences to represent details or information from a favorite fable, including information</p> <p>about at least one character, the setting, and the beginning, middle, or end of the fable</p> <p>Create a story map that identifies characters, setting, and plot for a specific fable</p>
<i>Pausing Point</i>				
<b>Lesson 7:</b> The Little Half-Chick (Medio Pollito)	<p>Retell orally the Spanish folktale “The Little Half-Chick (Medio Pollito),” including the <b>central message</b> or lesson</p> <p>Distinguish “The Little Half-Chick (Medio Pollito)” from realistic text by explaining that the fire, water, and wind cannot perform some of the human actions they do in the story</p>	<p>Clarify directions by asking classmates about the order in which they should perform the task of drawing the beginning, middle, and end of “The Little Half-Chick (Medio Pollito)”</p>	<p>Explain the meaning of “do unto others as you would have them do unto you” and use in appropriate contexts</p> <p>Word Work: <b>waste</b></p>	<p>Draw the beginning, middle, and end of “The Little Half-Chick (Medio Pollito)” based on multistep, oral directions</p>
<b>Lesson 8:</b> The Crowded, Noisy House	<p><b>Retell</b> “The Crowded, Noisy House” including <b>characters, plot, and setting</b></p>	<p>Clarify information about “The Crowded, Noisy House” by asking questions that begin with <i>what</i></p> <p>Perform “The Crowded, Noisy House” for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Word Work: <b>advice</b></p>	<p>Discuss personal responses to cold weather and connect those to the way in which the characters in “The Crowded, Noisy House” respond to cold weather</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 9:</b> The Tale of Peter Rabbit	Retell the story of “The Tale of Peter Rabbit” with <b>characters, setting, and plot</b> , including a beginning, middle, and end		Word Work: <b>mischief</b>	Write, tell, and/or draw an original fable with characters, setting, and plot, including a beginning, middle, and end  With guidance and support from adults, explore a variety of digital tools to produce and publish a class book of new tales
<b>Lesson 10:</b> All Stories Are Anansi’s	Retell the folktale “All Stories Are Anansi’s” including key details  Identify “All Stories Are Anansi’s” as fiction because animals cannot talk or act like people	Clarify information about “All Stories Are Anansi’s” by asking questions that begin with <i>who</i>  Perform “All Stories Are Anansi’s” for an audience using eye contact, appropriate volume, and clear enunciation	Identify the correct usage of <i>satisfied</i> and <i>dissatisfied</i> and explain that they are antonyms  Word Work: <b>satisfied</b>	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## The Human Body

10 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (14 days)

*This domain provides students with a basic introduction to the human body. Students will be introduced to a network of body systems, comprised of organs that work together to perform a variety of vitally important jobs. Students will learn about the fundamental parts and functions of five body systems: skeletal, muscular, digestive, circulatory, and nervous. This domain also focuses on care and maintenance of the human body. Students will learn how germs can cause disease, as well as how to help stop the spread of germs.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p>	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p>	
<b>Lesson 1:</b> Everybody Has a Body	<p><b>Describe the connection</b> between organs, systems, and networks in the human body</p> <p><b>Describe an illustration</b> of diverse people and use pictures and details in "Everybody Has a Body" to describe the read-aloud's key ideas</p>		<p>Identify new meanings for the word <i>organs</i> and apply them accurately</p> <p>Word Work: <b>systems</b></p> <p>Multiple Meaning Word Activity: <b>organs</b></p>	<p>Generate questions and gather information to add to a KWL (Know Wonder Learn) Chart pertaining to <i>The Human Body</i></p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Body's Framework	Describe the connection between the skeleton and the ability to move one's body	Ask and answer <i>where</i> questions orally, requiring literal recall and understanding of the details or facts of "The Body's Framework" Add drawings to descriptions of the skeletal system to clarify ideas and thoughts Prior to listening to "The Body's Framework," orally identify what they know and have learned about body organs, systems, and networks	Word Work: <b>support</b>	With assistance, categorize and organize facts about the skeletal system to answer questions Generate questions and gather information to add to a KWL Chart pertaining to <i>The Human Body</i> Share writing with others
Lesson 3: Marvelous Moving Muscles	Describe the connection between the muscular system and the skeletal system Describe an illustration of a smiling child and use pictures and details in "Marvelous Moving Muscles" to describe the read-aloud's key ideas	Add drawings to descriptions of the muscular system to clarify ideas and thoughts Prior to listening to "Marvelous Moving Muscles," orally identify what they know and have learned about the skeletal system Prior to listening to "Marvelous Moving Muscles," orally predict what one muscle in the human body is necessary for life and then compare the prediction with the actual outcome	Sort the words <i>voluntary</i> and <i>involuntary</i> into categories to gain a sense of the concepts they represent Word Work: <b>voluntary</b>	With assistance, categorize and organize facts about the muscular system to answer questions Generate questions and gather information to add to a KWL Chart pertaining to <i>The Human Body</i> Share writing with others



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Chew, Swallow, Squeeze, and Churn	<p>Describe the connection between the parts of the body associated with the digestive process</p> <p>Describe an illustration of food and use pictures and details in “Chew, Swallow, Squeeze, and Churn” to describe the read-aloud’s key ideas</p>	<p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts of “Chew, Swallow, Squeeze, and Churn”</p> <p>Add drawings to descriptions of the digestive system to clarify ideas and thoughts</p> <p>Prior to listening to “Chew, Swallow, Squeeze, and Churn,” identify orally what they know and have learned about the skeletal and muscular systems</p> <p>Prior to listening to “Chew, Swallow, Squeeze, and Churn,” orally predict how long it takes a human body to digest food, and then compare the actual outcome to the prediction</p>	<p>Sort the words <i>digestion</i> and <i>indigestion</i> into categories to gain a sense of the concepts they represent</p> <p>Word Work: <b>digestion</b></p>	<p>With assistance, categorize and organize facts about the digestive system to answer questions</p> <p>Generate questions and gather information to add to a KWL Chart pertaining to <i>The Human Body</i></p> <p>Share writing with others</p>
Lesson 5: The Body’s Superhighway	<p>Describe an illustration of the circulatory system and use pictures and details in “The Body’s Superhighway” to describe the read-aloud’s key ideas</p>	<p>Add drawings to descriptions of the circulatory system to clarify ideas and thoughts</p> <p>Prior to listening to “The Body’s Superhighway,” identify orally what they know and have learned about the body’s skeletal, muscular, and digestive systems</p>	<p>Word Work: <b>heart</b></p>	<p>With assistance, <b>categorize and organize facts</b> about the circulatory system to answer questions</p> <p>Generate questions and gather information to add to a KWL Chart pertaining to <i>The Human Body</i></p> <p>Share writing with others</p>
Lesson 6: Control Central: The Brain	<p>Describe the connection between the brain and the five senses</p>	<p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts of “Control Central: The Brain”</p> <p>Add drawings to descriptions of the nervous system to clarify ideas and thoughts</p> <p>Prior to listening to “Control Central: The Brain,” identify orally what they know and have learned about the skeletal, muscular, digestive, and circulatory systems</p>	<p>Word Work: <b>nerves</b></p>	<p>With assistance, categorize and organize facts about the nervous system to answer questions</p> <p><b>Generate questions</b> and gather information to add to a KWL Chart pertaining to <i>The Human Body</i></p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>Pausing Point</i>			
Lesson 7: Dr. Welbody's Heroes	<p><b>Describe the connection</b> between Edward Jenner and Louis Pasteur and their contributions to modern medicine</p> <p><b>Describe an illustration</b> of germs and use pictures and details in "Dr. Welbody's Heroes" to describe the read-aloud's <b>key ideas</b></p> <p><b>Compare and contrast</b> Edward Jenner and Louis Pasteur</p>	Prior to listening to "Dr. Welbody's Heroes," identify orally what they know and have learned about diseases and vaccinations	Word Work: <b>diseases</b>	With assistance, categorize and organize facts and information from "Dr. Welbody's Heroes" to answer questions
Lesson 8: Five Keys to Health	<p><b>Describe the connection</b> between healthy habits and a healthy body</p> <p><b>Describe an illustration</b> of unhealthy foods and use pictures and details in "Five Keys to Health" to describe the read-aloud's <b>key ideas</b></p>		<p>Sort nutritious and non-nutritious foods into those categories to gain a sense of the concepts the categories represent</p> <p>Identify new meanings for the word <i>brush</i> and apply them accurately</p> <p>Word Work: <b>nutritious</b></p>	
Lesson 9: The Pyramid Pantry		<p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts of "The Pyramid Pantry"</p> <p>Add drawings to descriptions of a favorite meal to clarify ideas and thoughts about a balanced diet</p> <p>Prior to listening to "The Pyramid Pantry," identify orally what they know and have learned about five keys to good health</p>	<p>Explain the meaning of "an apple a day keeps the doctor away" and use in appropriate contexts</p> <p>Word Work: <b>balanced diet</b></p>	<p>With assistance, categorize and organize facts and information about a balanced diet in a "My Plate" graphic organizer</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 10:</b> What a Complicated Network!	Describe the connections between the five systems of the body	Prior to listening to “What a Complicated Network!” identify orally what they know and have learned about the body’s five systems Perform a poem with movements about the interconnectedness of body systems for an audience, using eye contact, appropriate volume, and clear enunciation	Word Work: <b>complicated</b>	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

**Different Lands, Similar Stories**

9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*This domain will introduce students to three themes in folktales that have been told to children for generations, using variations from different lands or countries. By listening to these stories, students will increase their vocabulary and reading comprehension skills, be exposed to different places and cultures from around the world, and learn valuable universal lessons.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Use narrative language to describe (orally or in writing) characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p>	<p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</i></p>	
<b>Lesson 1:</b> Cinderella	<p>Identify how Cinderella feels when she is not allowed to go to the ball in “Cinderella”</p>	<p><b>Describe characters, settings, and events</b> in a reenactment of “Cinderella”</p> <p><b>Discuss personal responses to events</b> in “Cinderella”</p> <p>Prior to listening to “Cinderella,” identify orally what they know and have learned about other folktales</p>	Word Work: <b>worthy</b>	

Lesson 2: The Girl with the Red Slippers	<p><b>Sequence pictures</b> illustrating events in “The Girl with the Red Slippers”</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as “Cinderella” and “The Girl with the Red Slippers”</p>	<p>Ask and answer <i>who</i> questions orally, requiring literal recall and understanding of the details of “The Girl with the Red Slippers”</p> <p>Describe characters, settings, and events as depicted in drawings of one of the scenes from “The Girl with the Red Slippers”</p> <p>Prior to listening to “The Girl with the Red Slippers,” identify orally what they know and have learned about “Cinderella”</p>	<p>Identify multiple meanings of <i>duck</i> and use them in appropriate contexts</p> <p>Word Work: <b>cautiously</b></p> <p>Multiple Meaning Word Activity: <b>duck</b></p>	<p>Draw and describe one of the scenes from “The Girl with the Red Slippers”</p>
Lesson 3: Billy Beg	<p>Orally <b>compare and contrast</b> similar stories from different cultures, such as “Cinderella,” “The Girl with the Red Slippers,” and “Billy Beg”</p>	<p>Prior to listening to “Billy Beg,” orally predict what will happen in the read-aloud based on a picture and previous stories and then compare the actual outcome to the prediction</p>	<p>Word Work: <b>monstrous</b></p>	<p>Which Fairy Tale? Venn Diagram</p>
Lesson 4: Tom Thumb	<p>Demonstrate understanding of the central message or lesson in “Tom Thumb”</p> <p><b>Recount and identify the lesson</b> in folktales from diverse cultures, such as “Tom Thumb”</p> <p><b>Discuss personal responses</b> to how they would feel if they were so small they could fit into the palm of someone’s hand</p>	<p>Describe characters, settings, and events in a reenactment of “Tom Thumb”</p> <p>Perform “Tom Thumb” for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Explain the meaning of “there’s no place like home” and use in appropriate contexts</p> <p>Word Work: <b>commotion</b></p>	

<p><b>Lesson 5:</b> Thumbelina</p>	<p>Demonstrate understanding of the central message or lesson in "Thumbelina"</p> <p><b>Recount and identify the lesson</b> in folktales from diverse cultures, such as "Thumbelina"</p> <p>Identify how the mole's treatment of Thumbelina might make her feel</p> <p><b>Describe illustrations</b> of a lily pad and a mole in "Thumbelina," using the illustrations to check and support comprehension of the read-aloud</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as "Tom Thumb" and "Thumbelina"</p>	<p>Ask and answer <i>who</i> questions orally, requiring literal recall and understanding of the details of "Thumbelina"</p> <p>Discuss personal responses to having a toad for a spouse</p> <p>Prior to listening to "Thumbelina," identify orally what they know and have learned about folktales and "Tom Thumb"</p>	<p>Word Work: <b>scarcely</b></p>	<p>Create a variation of a "little people" story with characters, different settings, new plot events, and a new ending</p>
<p><b>Lesson 6:</b> Issun Boshi: One-Inch Boy</p>	<p>Demonstrate understanding of the central message or lesson in "Issun Boshi: One-Inch Boy"</p> <p><b>Recount and identify</b> the lesson in folktales from diverse cultures, such as "Issun Boshi: One-Inch Boy"</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as "Tom Thumb," "Thumbelina," and "Issun Boshi: One-Inch Boy"</p>	<p>Describe characters, settings, and events as depicted in drawings</p> <p>of one of the scenes from "Issun Boshi: One-Inch Boy"</p> <p>Add sufficient detail to a drawing of a scene from "Issun Boshi: One-Inch Boy"</p> <p>Prior to listening to "Issun Boshi: One-Inch Boy," identify orally what they know and have learned about folktales, "Tom Thumb" and "Thumbelina"</p>	<p>Word Work: <b>deeds</b></p>	<p>Draw and describe one of the scenes from "Issun Boshi: One-Inch Boy"</p>
<p><i>Pausing Point</i></p>				

<p><b>Lesson 7:</b> Little Red Riding Hood</p>	<p>Demonstrate understanding of the central message or lesson in "Little Red Riding Hood"</p> <p><b>Recount and identify</b> the lesson in folktales from diverse cultures, such as "Little Red Riding Hood"</p> <p><b>Describe an illustration</b> of the wolf disguising himself as the grandmother in "Little Red Riding Hood," using the illustration to</p> <p><b>check and support comprehension</b> of the read-aloud</p> <p><b>Sequence pictures</b> illustrating events in "Little Red Riding Hood"</p>	<p>Describe characters, settings, and events as depicted in drawings of one of the scenes from "Little Red Riding Hood"</p> <p>Add sufficient detail to a drawing of a scene from "Little Red Riding Hood"</p>	<p>Identify multiple meanings of <i>left</i> and use them in appropriate contexts</p> <p>Word Work: <b>cherished</b></p> <p>Multiple Meaning Word Activity: <b>left</b></p>	<p>Draw and describe one of the scenes from "Little Red Riding Hood"</p>
<p><b>Lesson 8:</b> Hu Gu Po</p>	<p>Demonstrate understanding of the central message or lesson in "Hu Gu Po"</p> <p><b>Recount and identify</b> the lesson in folktales from diverse cultures, such as "Hu Gu Po"</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as "Little Red Riding Hood" and "Hu Gu Po"</p>	<p>Prior to listening to "Hu Gu Po," identify orally what they know and have learned about folktales and "Little Red Riding Hood"</p>	<p>Word Work: <b>cunning</b></p>	<p>Venn Diagram</p>
<p><b>Lesson 9:</b> Tselane</p>	<p>Demonstrate understanding of the central message or lesson in "Tselane"</p> <p><b>Recount and identify</b> the lesson in folktales from diverse cultures, such as "Tselane"</p> <p>Orally <b>compare and contrast</b> similar stories from different cultures, such as "Little Red Riding Hood," "Hu Gu Po," and "Tselane"</p>	<p>Prior to listening to "Tselane," identify orally what they know and have learned about "Little Red Riding Hood" and "Hu Gu Po"</p> <p>Use determiners orally, such as the demonstratives <i>this</i>, <i>that</i>, <i>these</i>, and <i>those</i></p>	<p>Word Work: <b>fright</b></p>	<p>Venn Diagram</p>
<p><i>Domain Review</i></p>				
<p><i>Domain Assessment</i></p>				
<p><i>Culminating Activities</i></p>				

## Early World Civilizations

16 Lessons, 2 Pausing Points, Domain Review, Domain Assessment, and Culminating Activities (21 Days)

*This domain will introduce students to the development of early civilizations by examining the fundamental features of civilizations, including the advent of farming, establishment of cities and government, and creation of other practices, such as writing and religion. It should be noted that the word civilization, as used in this domain, is not meant to convey a value judgment but to indicate that a group of people collectively established and shared these practices. Starting in the ancient Middle East, students will study Mesopotamia. They will learn about the importance of the Tigris and Euphrates rivers, the development of cuneiform as the earliest-known form of writing, the first codification of laws known as the Code of Hammurabi, and the significance of gods and goddesses in the “cradle of civilization.” Students will then explore ancient Egypt and be able to compare and contrast Mesopotamia and Egypt. They will learn about the importance of the Nile River; the use of hieroglyphs; the rise of pharaohs, including Tutankhamun and Hatshepsut; the building of the Sphinx and pyramids; and the significance of mummification and the afterlife for ancient Egyptians*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>		During the read-aloud discussion, students will: Ask and answer questions about key details in a text Produce complete sentences Describe with relevant details, expressing ideas and feelings clearly	During the read-aloud and word work, students will: Identify connections between words and their use	
Lesson 1 A Father and His Son in Mesopotamia	<b>Describe the connection</b> between the location of Mesopotamia near the Tigris and Euphrates rivers and the ability to farm. <b>Describe an illustration</b> of a desert and use pictures and details in “A Father and His Son in Mesopotamia” to <b>describe the read aloud’s key ideas</b>	<b>Students will listen to learn</b> the names of two rivers in Mesopotamia and why they were important to the people who lived in this area.	Word Work: <b>Trade</b> Identify new meanings for the MMW: <b>banks</b>	<b>Create class chart</b> about characteristics of civilizations: With assistance, categorize and organize facts and information from “A Father and His Son in Mesopotamia” to answer questions
Lesson 2 Writing in Mesopotamia	<b>Identify the main topic</b> and retell key details of “Writing in Mesopotamia” <b>Make connections</b> between Code of Hammurabi and class rules.	<b>Students will listen to find out</b> what Mesopotamian writing looked like and how people used it, as well as what else King Hammurabi did for Mesopotamia. <b>Think Pair Share:</b> How was Mesopotamian writing different from ours? Are there any ways in which it was the same?	Word Work: <b>symbols</b> Learn the meaning of common sayings and phrases ( <b>the golden rule</b> )	<b>Add to class chart</b> about characteristics of civilizations



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3 The Religion of Babylon	<p>Describe an illustration of a ziggurat and use pictures and details in “The Religion of Babylon” to describe the read-aloud’s key ideas.</p> <p>Make connections between gods and goddesses and the ways Mesopotamians described natural events</p>	<p>Students will listen to find out who the gods and goddesses were and how they were important to the people of Mesopotamia.</p> <p>Think Pair Share: If you could trade places with Amur for a day, what would you like to do or see?</p>	Word Work: religion	<p>With guidance and support from adults, respond to questions and suggestions from peers on an interactive illustration and sentence focusing on facts from “The Religion of Babylon” to add details and to strengthen writing as needed</p> <p>Complete chart about characteristics of civilizations</p>
Lesson 4 The Hanging Gardens of Babylon	<p>Identify who is narrating “The Hanging Gardens of Babylon” at various points in the story</p> <p>Describe the connection between King Nebuchadnezzar and the Hanging Gardens of Babylon.</p> <p>Describe an illustration of a caravan of travelers and use pictures and details in “The Hanging Gardens of Babylon” to describe the read-aloud’s key ideas.</p>	<p>Students will listen to listen to find out what changes have occurred in Babylon over the years and to find out more about the new king who ruled Babylon at that time.</p> <p>Think Pair Share: What question</p>	Word work: caravan	<p>Create class timeline: categorize and organize facts and information from “The Hanging Gardens of Babylon” in a chart and in a timeline to answer questions</p> <p>Create own civilizations chart: Make personal connections, in writing, between the way students live in the present and the way people lived in the time of Hammurabi and Nebuchadnezzar</p>
	<i>Pausing Point</i>			
Lesson 5 People of the Nile	<p>Make and confirm predictions about life in Egypt.</p> <p>Describe the connection between the annual flooding of the Nile River and the ability of Egyptians to farm and settle in the area</p> <p>Compare and contrast Mesopotamia and ancient Egypt</p>			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6</b> Writing in Ancient Egypt	<p><b>Describe the connection between</b> a written language and the ability to accurately record information.</p> <p><b>Describe an illustration</b> of hieroglyphs and use pictures and details in "Writing in Ancient Egypt" <b>to describe</b> the read-aloud's <b>key ideas</b></p> <p><b>Compare and contrast</b> writing in Mesopotamia with writing in ancient Egypt</p> <p><b>Make personal connections</b> between the role of writing in own lives with writing in ancient Egypt.</p>	Produce complete sentences	Identify connections between words and their use	
<b>Lesson 7</b> Amon-Ra and the Gods of Ancient Egypt	<p><b>Describe the connection between</b> Egyptian beliefs and their gods and goddesses</p> <p><b>Describe an illustration of</b> Egyptian gods and use pictures and details in "Amon-Ra and the Gods of Ancient Egypt" to describe the read-aloud's key ideas</p> <p><b>Compare and contrast</b> gods/goddesses in ancient Egypt with those in Mesopotamia</p>	<p><b>Ask and answer what questions orally, requiring literal recall and understanding of the details or facts of</b> "Amon-Ra and the Gods of Ancient Egypt"</p>	Identify connections between words and their use	
<b>Lesson 8</b> Approaching the Great Pyramid		Produce complete sentences	Identify new meanings for the MMW "steps"	
<b>Lesson 9</b> The Sphinx	<b>Make and confirm predictions</b> about the Sphinx	Produce complete sentences	Identify connections between words and their use	Syntactic Awareness Activity: Subject pronouns I, you, he, she, we, they

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 10</b> The Story of Hatsheput	<b>Make and confirm predictions</b> about what makes Hatshepsut from other Egyptian leaders. <b>Describe an illustration</b> of farmers working near the Nile and use pictures and detail in “The Story of Hatshepsut” to <b>describe</b> the read-aloud’s <b>key ideas</b> <b>Compare and contrast</b> Hatshepsut with other Egyptian pharaohs.	Produce complete sentences	Identify connections between words and their use Use words and phrases acquired through conversations and being read to Use words and phrases acquired through conversations about “The Story of Hatshepsut,” including using frequently occurring conjunctions to signal simple relationships in a “Somebody Wanted But So Then” chart	With assistance, categorize and organize facts and information from “The Story of Hatshepsut” to answer questions
<b>Lesson 11</b> Tutankhamun, The Golden Pharaoh, Part I		Produce complete sentences	Identify connections between words and their use	
<b>Lesson 12</b> Tutankhamun, The Golden Pharaoh, Part II	<b>Make and confirm predictions</b> about what Howard Carter found in King Tut’s tomb	Produce complete sentences	Identify connections between words and their use	
	<i>Pausing Point</i>			
<b>Lesson 13</b> Three World Religions		Produce complete sentences	Identify connections between words and their use Identify meaning of the word part “mono-”	Create 3 column chart: With assistance, categorize and organize facts and information about Judaism, Christianity, and Islam to answer questions.
<b>Lesson 14</b> Judaism		Produce complete sentences	Identify connections between words and their use	Add to 3 column chart: Judaism, Christianity, and Islam.
<b>Lesson 15</b> Christianity	<b>Compare and contrast</b> Judaism and Christianity	Produce complete sentences	Identify connections between words and their use	Complete 3 column chart: With assistance, categorize and organize facts and information from “Christianity” to answer questions
<b>Lesson 16</b> Islam	<b>Make and confirm predictions</b> about whether or not they think Islam has a key figure. Like Judaism and Christianity.	Produce complete sentences	Identify connections between words and their use	

Text Analysis for  
Close Reading /  
Comprehension

Speaking & Listening

Language & Vocabulary

Writing

*Domain Review*

*Domain Assessment*

*Culminating Activities*

**Early American Civilizations (11–15 days)**

11 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*The domain includes a study of the Maya, Aztec, and Inca civilizations, exposing students to the gradual development of cities. Students will examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, as well as religion. Students will be encouraged to compare and contrast each of these societies and their elements.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details, and/or facts of a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation</i></p>	<p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Maya: A Harvest and a Hurricane	<p>Compare and contrast orally and in writing cultural elements of the Maya with the nomads and today</p> <p>Distinguish that read-aloud “The Maya: A Harvest and a Hurricane” describes events from long ago</p>	<p>Prior to listening to “The Maya: A Harvest and a Hurricane,” identify orally what they know and have learned about nomads and how nomadic tribes, such as the Lakota Sioux, obtained food</p> <p>While listening to “The Maya: A Harvest and a Hurricane,” orally predict what will happen in the next read-aloud and then compare the actual outcome to the prediction</p>	<p>Explain the meaning of “The more the merrier” and use in appropriate contexts</p> <p>Word Work: harvest</p>	<p>With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” and includes a marker for the Maya between 1000 BCE and 1542 CE</p> <p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p> <p>Generate questions and gather information from a timeline and civilization chart to answer questions about the Maya culture</p> <p>Discuss personal responses about how they get food and how the hunters got food</p>
Lesson 2: The Maya: Journey to Baikal		<p>Clarify information about “The Maya: Journey to Baikal” by asking questions that begin with <i>what</i></p> <p>Prior to listening to “The Maya: Journey to Baikal,” identify orally what they know and have learned about Mayan culture</p>	<p>Identify the correct usage of <i>noiselessly</i> and <i>noisily</i> and explain that they are antonyms</p> <p>Identify new meanings for familiar words, such as <i>strained</i>, and apply them accurately</p> <p>Word Work: noiselessly</p> <p>Multiple Meaning Word Activity: strained</p>	<p>With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” and includes a marker for the Maya between 1000 BCE and 1542 CE</p> <p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p> <p>Generate questions and gather information from a timeline and civilization chart to answer questions about the Maya culture</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: The Maya: King Pakal's Tomb	<p><b>Describe the characters and setting</b> in the story "The Maya: Journey to Baikal"</p> <p><b>Compare and contrast</b> orally the leaders and pyramids from the Mayan culture with those in the Egyptian culture</p>	<p>Clarify information about "The Maya: King Pakal's Tomb" by asking questions that begin with <i>where</i></p> <p>Prior to listening to "The Maya: King Pakal's Tomb," identify orally what they know and have learned about Mayan culture and city life</p> <p>While listening to "The Maya: King Pakal's Tomb," orally predict what will happen in the next read-aloud and then compare the actual outcome to the prediction</p>	Word Work: <b>market</b>	<p>Write and illustrate important details about the Maya and discuss with one or more peers</p> <p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p>
Lesson 4: The Maya: The Festival of the First Star	<p><b>Compare and contrast</b> orally and in writing cultural elements of the Maya</p>	<p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p> <p>Draw and describe a scene from the read-aloud "The Maya: The Festival of the First Star"</p> <p>Draw three details from "The Maya: The Festival of the First Star" based on multi-step, oral directions</p> <p>Prior to listening to "The Maya: The Festival of the First Star," identify orally what they know and have learned about the geographic area in which the Maya lived</p> <p>Prior to listening to "The Maya: The Festival of the First Star," orally predict what will happen in the read-aloud based on previous read-alouds and the title of the read-aloud and then compare the actual outcome to the prediction</p>	<p>Identify the correct usage of <i>accurate</i> and <i>inaccurate</i> and explain that they are antonyms</p> <p>Word Work: <b>accurate</b></p>	<p>Write and illustrate three details from "The Maya: The Festival of the First Star" and discuss with one or more peers</p> <p>With assistance, categorize and organize information about aspects of the Maya culture into a civilizations chart</p>
<i>Pausing Point</i>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> The Aztec: The Legend of the Eagle and the Serpent	<p>Sequence five pictures illustrating the read-aloud of “The Aztec: The Legend of the Eagle and the Serpent”</p> <p><b>Compare and contrast</b> orally and in writing cultural elements of the Maya and the Aztec</p>	<p>While listening to “The Aztec: The Legend of the Eagle and the Serpent,” orally predict what will happen in the read-aloud based on a picture and previous knowledge of Aztec geography and then compare the actual outcome to the prediction</p>	<p>Word Work: <b>legend</b></p>	<p>With assistance, categorize and organize information about aspects of the Aztec culture into a civilizations chart</p>
<b>Lesson 6:</b> The Aztec: The Floating Gardens of Xochimilco	<p><b>Describe an illustration</b> that depicts Aztec farming with <i>chinampas</i></p> <p><b>Compare and contrast</b> orally and in writing cultural elements of the Maya and the Aztec</p>	<p>Clarify information about “The Aztec: The Floating Gardens of Xochimilco” by asking questions that begin with <i>where</i></p> <p>Use object pronouns orally</p>	<p>Identify new meanings for familiar words, such as <i>wing</i>, and apply them accurately</p> <p>Word Work: <b>stationary</b></p>	<p>Discuss personal responses to whether they would prefer the farming style of the Maya or the Aztec</p> <p>With assistance, categorize and organize information about aspects of the Aztec culture into a civilizations chart</p>
<b>Lesson 7:</b> The Aztec: In the Palace of an Emperor	<p><b>Draw pictures, dictate, or write simple sentences to represent three details</b> or information from “The Aztec: In the Palace of an Emperor”</p> <p>Describe an illustration of Moctezuma</p> <p><b>Compare and contrast</b> orally, and in writing, cultural elements of the Maya and the Aztec</p>	<p>Clarify information about “The Aztec: In the Palace of an Emperor” by asking questions that begin with <i>why</i></p> <p>Clarify directions by asking classmates about the directions for an activity in which they are drawing details from “The Aztec: In the Palace of an Emperor”</p>	<p>Word Work: <b>emperor</b></p>	<p>Write and illustrate three details from “The Aztec: In the Palace of an Emperor” and discuss with one or more peers</p> <p>With assistance, categorize and organize information about aspects of the Aztec culture into a civilizations chart</p> <p>With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” includes a marker for the Maya between 1000 BCE and 1542 CE, and indicates that Moctezuma lived approximately five hundred years ago</p>



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 8: The Aztec: Cortés's Letter	<p>Draw pictures, dictate, or write simple sentences to represent details or information about the Aztec civilization</p> <p>Describe an illustration that depicts Tenochtitlan</p> <p>Compare and contrast, orally and in writing, cultural elements of the Maya and the Aztec</p>		<p>Distinguish shades of meaning among adjectives differing in intensity, such as <i>enormous</i> and <i>big</i></p> <p>Word Work: <b>enormous</b></p>	<p>With assistance, categorize and organize information about aspects of the Maya and Aztec cultures into a Civilizations Chart</p>
Lesson 9: The Inca: Who Were the Inca?			<p>Word Work: <b>possessions</b></p>	<p>With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with "today," includes a marker for the Maya between 1000 BCE and 1542 CE, indicates that Moctezuma lived approximately five hundred years ago, and indicates that the Inca existed at the same time as the Aztec and Moctezuma</p> <p>With assistance, categorize and organize information about aspects of the Maya, Aztec, and Inca cultures into a Civilizations Chart</p>
Lesson 10: The Inca: The Runner	<p>Draw pictures, dictate, or write simple sentences about farming with the <i>taclla</i></p> <p>Describe an illustration that depicts conquistadors</p> <p>Compare and contrast, orally and in writing, cultural elements of the Maya, the Aztec, and the Inca</p> <p>Distinguish the read-aloud "The Inca: The Runner," describes events long ago</p>	<p>Clarify information about "The Inca: The Runner" by asking questions that begin with <i>who</i></p> <p>While listening to "The Inca: The Runner," orally predict what will happen in the read-aloud based on previous read-alouds and then compare the actual outcome to the prediction</p>	<p>Word Work: <b>forbidden</b></p>	<p>Discuss personal responses about running and connect those to the character in the read-aloud</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 11: The Inca: Machu Picchu—A Lucky Discovery	Retell orally important facts and information from “The Inca: Machu Picchu—A Lucky Discovery”  Compare and contrast orally and in writing cultural elements of the Maya, the Aztec, and the Inca	Prior to listening to “The Inca: Machu Picchu—A Lucky Discovery,” identify orally what they know and have learned about the parts of South America in which the Inca lived	Word Work: trek	Draw pictures, dictate, or write simple sentences to represent details or information about the Incan civilization  Add information to a civilization chart about the Inca based on multi-step, oral directions  With assistance, create and interpret a timeline that begins with a time approximately three thousand years ago, ends with “today,” includes a marker for the Maya between 1000 BCE and The Inca: Machu Picchu— he Inca: Machu Picchu— A Lucky Discovery Lucky Discovery 11124 Early American Civilizations 11   The Inca: Machu Picchu—A Lucky Discovery 1542 CE, indicates that Moctezuma lived approximately five hundred years ago, indicates that the Inca existed at the same time as the Aztec and Moctezuma, and indicates that Hiram Bingham located Machu Picchu in 1900  With assistance, categorize and organize information about aspects of the Maya, Aztec, and Inca culture into a Civilizations Chart
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Astronomy

9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*In this domain, students will be introduced to the solar system—our home in space. They will learn that Earth, the planet on which we live, is just one of many different celestial bodies within the solar system. They will learn how the sun, the stars, the moon, and the other planets relate to the earth (given its position in space). In the early read-alouds, students will learn that the sun is a giant star as well as a source of light, heat, and energy for the earth. They will also learn about the earth's orbit around the sun, and how the earth's own rotation on its axis leads to the phenomenon of day and night. Part of this domain is focused on the history of space exploration and the missions to the moon. Students will learn about NASA, the Space Race, the Apollo missions, and what it takes to be an astronaut.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p><b>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</b></p> <p><b>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</b></p> <p><b>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</b></p> <p><i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation</i></p>	<p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> Introduction to the Sun and Space		<p>Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from "Introduction to the Sun and Space"</p> <p>Describe the sun with relevant details, expressing ideas and feelings clearly</p> <p>Add drawings to descriptions of Earth's atmosphere and outer space to clarify the concepts</p> <p>Sort words into categories to gain of sense of the concepts of atmosphere and outer space</p>	Word Work: <b>gas</b>	With assistance, categorize and organize information about what things are located in Earth's atmosphere and what things are located in outer space
<b>Lesson 2:</b> The Earth and the Sun		<p>Ask and answer where questions orally, requiring literal recall and understanding of the details or facts from "The Earth and the Sun"</p> <p>Describe the causes for night and day on Earth with relevant details, expressing ideas and feelings clearly</p>	<p>Explain the meaning of "AM" and "PM" and use in appropriate contexts</p> <p>Word Work: <b>horizon</b></p>	
<b>Lesson 3:</b> Stars	<p>Listen to and understand poetry about stars, such as "Star Light, Star Bright" and "The Star"</p> <p>Describe the connection between meteors and Earth's atmosphere</p>	<p>Describe what is seen in the sky at dusk</p> <p>Add drawings to descriptions of what can be seen in the sky at dusk to clarify the concepts</p> <p>Prior to listening to "Stars," identify orally what they know and have learned about Earth, planets, and stars</p>	<p>Accurately apply the meanings of the antonyms <i>dusk</i> and <i>dawn</i></p> <p>Word Work: <b>dusk</b></p>	With assistance, categorize and organize information about what things can be seen at dusk

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 4:</b> Stargazing and Constellations		<p>Ask and answer who questions orally, requiring literal recall and understanding of the details or facts from “Stargazing and Constellations”</p> <p>Ask questions to clarify directions for an activity in which students are creating a model of the Big Dipper</p> <p>Add drawings to descriptions the Big Dipper to clarify the concept</p>	<p>Accurately apply the meanings of the antonyms ancient and modern, and the antonyms <i>major</i> and <i>minor</i></p> <p>Explain the meaning of “hit the nail on the head” and use in appropriate contexts</p> <p>Word Work: <b>ancient</b></p>	
<b>Lesson 5:</b> The Moon	<p>Describe the connection between the orbit of the moon around the earth and its appearance at various phases of the orbit</p> <p><b>Describe an illustration</b> of the moon and the source of its illumination and use pictures and detail in “The Moon” <b>to describe</b> the read-aloud’s <b>key ideas</b></p> <p><b>Describe an illustration</b> of the moon and the source of its illumination and use pictures and detail in “The Moon” <b>to describe</b> the read-aloud’s <b>key ideas</b></p>	<p><b>Ask and answer when questions orally, requiring literal recall and understanding of the details or facts</b> from “Introduction to the Sun and Space”</p> <p>Prior to listening to “The Moon,” identify orally what they know and have learned about the earth, sun, and moon</p>	Word Work: <b>appearance</b>	
<i>Pausing Point</i>				
<b>Lesson 6:</b> History of Space Exploration and Astronauts	Describe the connection between the United States and the Soviet Union with respect to the Space Race	<p>Describe the way in which the Chinese launched early rockets</p> <p>Add drawings to descriptions of various types of rockets</p> <p>Prior to listening to “History of Space Exploration and Astronauts,” orally predict what the read-aloud is about, and then compare the actual outcomes to predictions</p>	Word Work: <b>launch</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 7:</b> Exploration of the Moon	Describe the connection between unmanned and manned missions to the moon	Ask questions to clarify directions for an activity in which students are creating a sketch and written statement about what they might do, see, or feel if they went to the moon  Describe the moon with relevant details, expressing ideas and feelings clearly  Add drawings to descriptions of the moon to clarify the concepts  Use possessive pronouns orally	Word Work: <b>determined</b>	Make personal connections to the concerns the first astronauts may have felt before heading in to space, and about what they would see, do, or feel if they went to the moon as an astronaut  With assistance, categorize and organize information about what would be seen and experienced on the surface of the moon
<b>Lesson 8:</b> The Solar System, Part I	Describe the connection between the sun and the first inner Planets  <b>Describe an illustration</b> of the moon and use pictures and detail in "The Solar System, Part I" <b>to describe</b> the read-aloud's <b>key ideas</b>  <b>Compare and contrast</b> Mercury, Venus, Earth, and Mars	Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from "The Solar System, Part I"  Prior to listening to "The Solar System, Part I," identify orally what they know and have learned about the difference between planets and stars	Accurately apply the meanings of the antonyms <i>abundant</i> and <i>scarce</i>  Word Work: <b>abundant</b>	With assistance, categorize and organize information about Mercury, Venus, Earth, and Mars
<b>Lesson 9:</b> The Solar System, Part II	Describe the connection between the sun and the reason the last four planets are referred to as the outer planets	Describe what is unique about each of the eight planets with relevant details, expressing ideas and feelings clearly  Prior to listening to "The Solar System, Part II," identify orally what they know about the four inner planets	Word Work: <b>categorize</b>	With assistance, categorize and organize information about the eight planets
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## The History of the Earth

8 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (12 Days)

*In this domain, students will learn about the geographical features of the earth's surface. They will also learn about the inside of the earth and characteristics of its various layers. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth—the crust, the mantle, and the core—and characteristics of each layer. Students will learn how occurrences such as volcanoes and geysers give information about the layers of the earth.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</p> <p>Use illustrations and details in a nonfiction/ informational read-aloud to describe its key ideas</p> <p>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p>	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Our Home, Earth		<p>Draw pictures and write simple sentences to depict details from the read-aloud "Our Home, Earth"</p> <p>Write and illustrate details from the read-aloud "Our Home, Earth" and discuss with one or more peers</p> <p><b>Discuss personal responses</b> to what is inside the earth</p>	<p>Identify new meanings of familiar words, such as <i>stick</i>, and apply them accurately</p> <p>Word Work: <b>surface</b></p> <p>Multiple Meaning Word Activity: <b>stick</b></p>	<p>Draw pictures and write simple sentences to depict details from the read-aloud "Our Home, Earth"</p>
Lesson 2: The Earth Inside-Out, Part I		<p><b>Clarify information</b> about "The Earth Inside-Out, Part I," <b>by asking questions that begin with <i>what</i></b></p> <p>Orally <b>retell important facts and information</b> from "The Earth Inside-Out, Part I"</p>	<p>Word Work: <b>layer</b></p>	<p>With assistance, categorize and organize information about the earth's crust</p>
Lesson 3: The Earth Inside-Out, Part II		<p>Orally <b>retell important facts and information</b> from "The Earth Inside-Out, Part II"</p>	<p>Use frequently occurring conjunctions, such as <i>and</i></p> <p>Word Work: <b>solid</b></p>	<p>Write and illustrate a diagram of the layers of the earth, based on the read-aloud "The Earth Inside-Out, Part II," and discuss with one or more peers</p>
Lesson 4: The Earth Inside-Out, Part III	<p>Orally <b>compare and contrast</b> geysers and volcanoes</p>	<p>Clarify information about "The Earth, Inside-Out, Part III," by asking questions that begin with <i>what</i></p> <p>Orally retell important facts and information from "The Earth Inside-Out, Part III"</p>	<p>Word Work: <b>destructive</b></p>	
	<i>Pausing Point</i>			
Lesson 5: Minerals	<p><b>Compare and contrast</b> different types of rocks</p>	<p>Describe different kinds of rocks in detail</p> <p>Write and illustrate detailed descriptions of different types of rocks and discuss with one or more peers</p>	<p>Word Work: <b>characteristics</b></p>	<p>Draw pictures and write sentences to <b>describe the characteristics</b> of a classmate</p> <p>With assistance, <b>categorize, and organize facts and information</b> within a given domain to answer questions</p>



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> The Three Types of Rocks	<b>Compare and contrast</b> the three types of rocks	Clarify information about “The Three Types of Rocks,” by asking questions that begin with <i>what</i>  Orally retell important facts and information from “The Three Types of Rocks”	Word Work: <b>sediments</b>	With assistance, categorize and organize rocks into the following categories: igneous, sedimentary, and metamorphic
<b>Lesson 7:</b> Fossils	Describe the connection between layers of sediment and sedimentary rock and fossils  Evaluate and select read-alouds on the basis of personal choice for rereading	Clarify information about “Fossils,” by asking questions that begin with <i>what</i>  Write and illustrate details from the read-aloud “Fossils” and discuss with one or more peers	Use frequently occurring conjunctions, such as <i>or</i>  Word Work: <b>preserved</b>	Write and illustrate details about something the student thinks should be preserved and explain the reason for his or her choice
<b>Lesson 8:</b> Dinosaurs	Describe the connection between layers of sediment, sedimentary rock, fossils, and dinosaurs  <b>Compare and contrast</b> different types of dinosaurs	Write and illustrate details from the read-aloud “Dinosaurs” and discuss with one or more peers	Identify new meanings of familiar words, such as <i>plate</i> , and apply them accurately  Word Work: <b>extinct</b>	Write and illustrate details about a favorite dinosaur and explain the reason for their choice
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Animals and Habitats

9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*This domain will introduce students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. Students will learn what a habitat is and will also learn to identify specific types of habitats and their related characteristics. They will learn to recognize different plants and animals as being indigenous to specific habitats and will begin to develop an understanding of several fundamental principles of nature. They will learn, for example, that animals and plants typically live in those habitats to which they are best suited, often developing unique characteristics or features that enable them to specifically adapt to the climate and conditions of a given environment. They will also be introduced to simple classifications of animals according to the types of food they eat and will begin to understand the notion of a food chain.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., <i>who, what, where, when</i>), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Describe the connection between two individuals, events, ideas, or pieces of information in a nonfiction/informational read-aloud</p> <p>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</p> <p>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 1–3</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation</p>	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> What Is a Habitat?	<p>Describe an illustration of an alley habitat and use pictures and detail in "What Is a Habitat?" to describe the read-aloud's key ideas</p> <p>Compare and contrast students' habitats with the alley habitat described in "What Is a Habitat?"</p>	<p>Describe Rattenborough's habitat in "What Is a Habitat?" with relevant details, expressing ideas and feelings clearly</p>	<p>Sort words and ideas into the categories of <i>living</i> and <i>nonliving</i> to gain a sense of the concepts the categories represent</p> <p>Word Work: <b>shelter</b></p>	<p>Make personal connections to the habitats described in "What Is a Habitat?"</p> <p>With assistance, categorize and organize information about the food and shelter seen in their habitat</p>
<b>Lesson 2:</b> Animals of the Arctic Habitat	<p>Describe an illustration of the Arctic landscape and use pictures and detail in "Animals of the Arctic Habitat" to describe the read-aloud's key ideas</p>	<p>Describe the Arctic habitat and plants and animals that are found in that habitat with relevant details, expressing ideas and feelings clearly</p> <p>Add drawings to descriptions of the Arctic tundra and the Arctic</p> <p>Ocean to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to "Animals of the Arctic Habitat," orally identify what they know and have learned about habitats</p>	<p>Word Work: <b>exposed</b></p>	<p>With assistance, categorize and organize information about the plants and animals in the Arctic habitat</p> <p>Share writing with others</p>
<b>Lesson 3:</b> Animals of the Sonoran Desert Habitat	<p>Describe an illustration of a saguaro cactus and use pictures and detail in "Animals of the Sonoran Desert Habitat" to describe the read-aloud's key ideas</p> <p>Compare and contrast the Arctic and the Sonoran Desert habitats</p>	<p>Ask and answer where questions orally, requiring literal recall and understanding of the details or facts from "Animals of the Sonoran Desert Habitat"</p> <p>Describe the Sonoran Desert habitat in "Animals of the Sonoran Desert Habitat" with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to "Animals of the Sonoran Desert Habitat," orally identify what they know and have learned about habitats and adaptation</p> <p>Prior to listening to "Animals of the Sonoran Desert Habitat," orally predict whether animals that live in the desert are similar to animals that live in the Arctic</p>	<p>Sort words and ideas into the categories of herbivore, carnivore, and omnivore to gain a sense of the concepts the categories represent</p> <p>Define the words herbivore, <i>carnivore</i>, and <i>omnivore</i> by category and by one or more key attributes</p> <p>Identify new meanings for the word <i>fan</i> and apply them accurately</p> <p>Word Work: <b>camouflage</b></p>	<p>With assistance, categorize and organize information about herbivores, carnivores, and omnivores</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 4:</b> Animals of the East African Savanna Habitat	Describe an illustration of the African savanna habitat and use pictures and detail in "Animals of the East African Savanna Habitat" to describe the read-aloud's key ideas <b>Compare and contrast</b> the savanna with the desert and Arctic habitats	Describe the East African Savanna habitat with relevant details, expressing ideas and feelings clearly  Prior to listening to "Animals of the East African Savanna Habitat," orally identify what they know and have learned about the Arctic and Sonoran Desert habitats and animals	Word Work: <b>prickly</b>	With assistance, categorize and organize information about the Arctic and Sonoran habitats and the animals that live in those habitats
<b>Lesson 5:</b> Animals of the Temperate Deciduous Forest Habitat	<b>Compare and contrast</b> the temperate deciduous forest habitat with the Arctic, Sonoran, and East African savanna habitats	Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from "Animals of the Temperate Deciduous Forest Habitat"  Describe the temperate deciduous forest habitat with relevant details, expressing ideas and feelings clearly	Identify new meanings for the word <i>bark</i> and apply them accurately  Word Work: <b>store</b> Multiple Meaning Word Activity: <b>bark</b>	With assistance, categorize and organize information about certain animals and the habitat in which they live
<i>Pausing Point</i>				
<b>Lesson 6:</b> Animals of the Tropical Rainforest Habitat	<b>Compare and contrast</b> the tropical rainforest habitat with the temperate deciduous forest habitat	Describe the tropical rainforest habitat with relevant details, expressing ideas and feelings clearly  Add drawings to descriptions of animals in the tropical rainforest habitat to clarify ideas, thoughts, and feelings  Use frequently occurring conjunctions, such as <i>but</i>	Word Work: <b>canopy</b>	Draft an informative text that presents information learned about animals in "Animals of the Tropical Rainforest Habitat" that includes mention of a topic, some facts about the topic, and some sense of closure
<b>Lesson 7:</b> Animals of the Freshwater Habitat	<b>Describe an illustration</b> of a bullfrog and use pictures and detail in "Animals Freshwater Habitat" to describe the read-aloud's key ideas	Describe a freshwater habitat with relevant details, expressing ideas and feelings clearly	Explain the meaning of "a fish out of water" and use in appropriate contexts  Word Work: <b>float</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 8: Animals of the Saltwater Habitat		<p>Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from "Animals of the Saltwater Habitat"</p> <p>Describe the ocean with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to "Animals of the Saltwater Habitat," orally identify what they know and have learned about freshwater habitats</p>	<p>Accurately identify <i>shallow/deep</i>, <i>cool/warm</i>, and <i>dark/light</i> as antonyms, and provide other examples of common antonyms</p> <p>Word Work: <b>shallow</b></p>	<p>With assistance, categorize and organize information about the various habitats and the animals that live in each habitat</p>
Lesson 9: Habitat Destruction and Endangered Species	<p>Identify the reasons the author of "Habitat Destruction and Endangered Species" gives for the classification of bald eagles as an endangered species</p>	<p><b>Ask and answer when questions orally, requiring literal recall and understanding of the details or facts</b> from "Habitat Destruction and Endangered Species"</p> <p>Prior to listening to "Habitat Destruction and Endangered Species," orally identify how animals have adapted to various habitats</p>	<p>Word Work: <b>destroy</b></p>	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Fairy Tales

9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

*This domain will introduce students to fairy tales that have been favorites with children for generations. Students will learn about the elements of fairy tales that distinguish them from other types of fiction. They will also learn that fairy tales have the elements of character, plot, and setting that are found in other types of fiction. By becoming familiar with particular fairy tales, students will be able to add these tales to their repertoire of stories that they are able to retell orally. Reading these fairy tales will help first-grade students develop a strong foundation for the understanding of other fictional stories in later grades.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	<p>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, historical narratives, informational text, nursery rhymes, and poems, describing the differences between books that tell stories and books that give information</p> <p>Talk about the illustrations and details from a fiction read-aloud to describe its characters, setting, or events</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say "excuse me" or "please," etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner's comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation</p>	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	<p>With assistance, categorize and organize facts and information within a given domain to answer question</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Sleeping Beauty	<p><b>Describe, orally or in writing, the setting, characters, facts, events, and elements of magic in "Sleeping Beauty"</b></p> <p>Describe how the thirteenth fairy feels when she is not invited to the feast using words and phrases that suggest feelings</p> <p>Distinguish fantasy from realistic text by explaining that certain events in the story could not have happened in real life</p>	<p>Prior to listening to "Sleeping Beauty," identify orally what they know and have learned about fairy tales</p>	<p>Explain the meaning of the phrase "Land of Nod" and use in appropriate contexts</p> <p>Word Work: <b>wisdom</b></p>	
Lesson 2: Rumpelstiltskin	<p><b>Describe, orally or in writing, the setting, characters, facts, events, and elements of magic in "Rumpelstiltskin"</b></p> <p>Describe how the king felt greed for more gold using words and phrases that suggest feelings</p> <p>Distinguish fantasy from realistic text by explaining that certain events in the story "Rumpelstiltskin" could not have happened in real life</p> <p><b>Compare and contrast, orally and in writing, similarities and differences between "Rumpelstiltskin" and "Sleeping Beauty"</b></p>	<p>Clarify directions by asking classmates about the order in which they should perform the task of drawing their favorite fairy tale character from "Sleeping Beauty" or "Rumpelstiltskin"</p> <p>Prior to listening to "Rumpelstiltskin," identify orally what they know and have learned about characteristics of fairy tales</p>	<p>Explain that <i>deny</i> and <i>admit</i> are antonyms and use properly</p> <p>Word Work: <b>succeed</b></p>	<p>Write about and illustrate their favorite character from "Sleeping Beauty" or "Rumpelstiltskin" and explain why it is their favorite</p> <p>Draw pictures, dictate, or write simple sentences to represent one character, and an appropriate setting, from "Sleeping Beauty" or "Rumpelstiltskin"</p> <p>Write about and illustrate a character and setting from "Sleeping Beauty" or "Rumpelstiltskin" and discuss with one or more peers</p> <p>Discuss personal responses to talents they may have or may wish they have</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: Rapunzel	<p>Describe, orally or in writing, the setting, characters, facts, events, and elements of magic in “Rapunzel”</p> <p>Describe how eating the rapunzel made the woman feel delight using words and phrases that suggest feelings</p> <p>Distinguish fantasy from realistic text by explaining that the certain events in the story could not have happened in real life</p> <p>Compare and contrast, orally or in writing, similarities and differences between the characters and settings of “Sleeping Beauty,” “Rumpelstiltskin,” and “Rapunzel”</p>	<p>Clarify information about “Rapunzel” by asking questions that begin with <i>where</i></p> <p>While listening to “Rapunzel,” orally predict what the man will do to save his wife and then compare the actual outcome to the prediction</p>	Word Work: <b>delight</b>	Discuss personal responses to how they received their names and compare that to Rumpelstiltskin’s and Rapunzel’s names
Lesson 4: The Frog Prince, Part I	<p>Describe how the princess feels when her golden toy falls into a well, and how the frog feels when the princess lets him into the castle, using words and phrases that suggest feelings</p>	<p>Describe the princess, the frog, and the king with relevant details, expressing their ideas and feelings clearly</p> <p>Prior to listening to “The Frog Prince, Part I,” identify orally what they know and have learned about fairy tales and how princes are depicted in fairy tales</p> <p>Prior to listening to “The Frog Prince, Part I,” orally predict whether the title character is more like a frog or more like the princes they have heard about in other fairy tales and then compare the actual outcome to the prediction</p> <p>Perform an aspect of a character from “The Frog Prince, Part I,” for an audience using eye contact, appropriate volume, and clear enunciation</p>	Word Work: <b>retrieved</b>	



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Frog Prince, Part II	<p>Orally <b>retell</b> the fairy tale “The Frog Prince”</p> <p>Describe how the princess feels when she first sees the frog turn into a prince using words and phrases that suggest feelings</p> <p><b>Distinguish fantasy from realistic text</b> by explaining that the certain events in the story could not have happened in real life</p> <p>Evaluate and select a read-aloud on the basis of personal choice for rereading</p>	<p><b>Clarify information</b> about “The Frog Prince, Part II” by <b>asking questions that begin with who</b></p> <p>Describe the princess, the frog, and the king with relevant details, expressing their ideas and feelings clearly</p> <p>Prior to listening to “The Frog Prince, Part II,” orally <b>predict</b> what will happen in the second part of the story based on what happened in the previous read-aloud and then <b>compare the actual outcome to the prediction</b></p>	<p>identify new meanings for familiar words, such as <i>bowl</i>, and apply them accurately</p> <p>Word Work: <b>contented</b></p> <p>Multiple Meaning Word Activity: <b>conjunctions</b></p>	<p>Discuss personal responses to how they would feel about a frog eating with them</p>
<i>Pausing Point</i>				
Lesson 6: Hansel and Gretel, Part I		<p>Prior to listening to “Hansel and Gretel, Part I,” orally identify what they know and have learned about fairy tales and how they usually present a problem to be solved</p> <p>Prior to listening to “Hansel and Gretel, Part I,” orally predict what kind of problem Hansel and Gretel might have and how they might try to solve it, and then compare the actual outcome to the prediction</p>	<p>Word Work: <b>comforted</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Hansel and Gretel, Part II	<p>Orally <b>retell</b> the fairy tale “Hansel and Gretel,” focusing on its characters</p> <p><b>Describe in writing the setting, characters, facts, events,</b> and elements of magic in “Hansel and Gretel”</p> <p>Distinguish this fantasy from realistic text by explaining that the certain events in the story could not have happened in real life</p> <p><b>Sequence</b> four to six pictures illustrating events of “Hansel and Gretel”</p> <p>Orally <b>compare and contrast</b> similarities and differences between the witch in “Hansel and Gretel” with the witch in “Rapunzel”</p>	<p>While listening to “Hansel and Gretel, Part II,” orally predict what will happen in the read-aloud based on the previous read-aloud and then compare the actual outcome to the prediction</p>	<p>Distinguish shades of meaning of verbs such as <i>creep</i></p> <p>Identify new meanings for familiar words, such as <i>rich</i>, and apply them accurately</p> <p>Word Work: <b>creep</b></p> <p>Multiple Meaning Word Activity: <b>rich</b></p>	
Lesson 8: Jack and the Beanstalk, Part I	<p><b>Write, tell, and/or draw a unique fairy tale with characters, settings, problems, solutions, and endings</b></p> <p>Distinguish this fantasy from realistic text by explaining that the certain events in the story could not have happened in real life</p> <p>Prior to listening to “Jack and the Beanstalk, Part I,” orally predict what Jack’s mother is going to think about his trade and then compare the actual outcome to the prediction</p>	<p>Prior to listening to “Jack and the Beanstalk, Part I,” identify orally what they know and have learned about the role of plants, or parts of plants, in fairy tales</p>	<p>Word Work: <b>precarious</b></p>	<p>Write, tell, and/or draw a unique fairy tale with characters, settings, problems, solutions, and endings</p> <p>Participate in a shared writing project to create an original fairy tale</p> <p>Discuss personal responses to whether or not they ever traded something they had for something else they wanted</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 9:</b> Jack and the Beanstalk, Part II	Describe, in writing, the <b>setting, characters, facts, events,</b> and elements of magic in “Jack and the Beanstalk”	Clarify directions by asking classmates about the order in which they should perform the task of writing their own fairy tale  <b>Write, tell, and/or draw a unique fairy tale with characters, settings, problems, solutions, and endings</b>  Prior to listening to “Jack and the Beanstalk, Part II,” orally predict what will happen in the read-aloud based on what happened in the previous read-aloud and then compare the actual outcome to the prediction	Explain that <i>rudely</i> and <i>politely</i> are antonyms and use properly  Word Work: <b>rudely</b> and <b>politely</b>	Write and illustrate a unique fairy tale and discuss with one or more peers  With guidance and support from adults, explore a variety of digital tools to produce and publish an original fairy tale  Participate in a shared writing project to create an original fairy tale
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

**A New Nation: American Independence**

12 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

*In this domain, students will hear about the birth of our country, the United States of America. They will be introduced to many important historical figures and events as the story unfolds to describe how the thirteen colonies evolved slowly over time from their initial dependence on England to the status of an independent nation. The overriding focus of this domain is from the perspective of a rather wide lens, i.e., to emphasize the story of how the colonies became an independent nation.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Ask and answer questions about unknown words and phrases in nonfiction/informational read-alouds and discussions</p>	<p>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation</p>	<p>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</p>	
Lesson 1: The New World	<p>Describe an illustration of Native Americans and use pictures and detail in “The New World” to describe the read-aloud’s key ideas</p> <p>Compare and contrast indentured servants and slaves in “The New World”</p> <p>With assistance, create and interpret a timeline of the settlement of North America</p>		Word Work: freedoms	<p>Plan and draft an informative/explanatory text that presents information from “The New World” about the thirteen colonies</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: A Taxing Time: The Boston Tea Party	<p><b>Describe the connection</b> between the taxes imposed by the British on the colonies and the Boston Tea Party</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts from “A Taxing Time: The Boston Tea Party”</p> <p>Describe the Boston Tea Party with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “A Taxing Time: The Boston Tea Party,” orally identify what they know and have learned about the British colonies</p>	<p>Identify new meanings for the word <i>stamps</i> and apply them accurately</p> <p>Word Work: <b>harbor</b></p>	<p>Share writing with others</p>
Lesson 3: The Shot Heard Round the World	<p><b>Identify the main topic</b> of “The Shot Heard Round the World” and <b>retell key detail</b> of the informational read-aloud</p> <p><b>Describe the connection</b> between Paul Revere’s ride and “the shot heard round the world”</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p>Describe Paul Revere’s famous ride with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “The Shot Heard Round the World,” orally identify what they know and have learned about the British colonies and the Boston Tea Party</p> <p>Prior to listening to “The Shot Heard Round the World,” orally predict what the main topic of the read-aloud is, and then compare the actual outcomes to predictions</p>	<p>Explain the meaning of the saying “let the cat out of the bag” and use in appropriate contexts</p> <p>Word Work: <b>volunteers</b></p>	<p>With assistance, categorize and organize facts and information from “The Shot Heard Round the World” in a Somebody Wanted But So Then chart</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Declaring Independence	<p>Describe the connection between Thomas Jefferson and the Declaration of Independence</p> <p>Distinguish between information provided by pictures of a Fourth of July celebration and information about the Fourth of July provided by the words in “Declaring Independence”</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p>Ask and answer who <b>questions orally, requiring literal recall and understanding of the details or facts</b> from “Declaring Independence”</p> <p>Describe the meaning of the first few lines of the Declaration of Independence with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “Declaring Independence,” orally identify what they know and have learned about the British colonies, taxes, the Boston Tea Party, the First Continental Congress, and Paul Revere’s ride</p>	<p>Accurately apply the meanings of the antonyms <i>independent</i> and <i>dependent</i></p> <p>Word Work: <b>independent</b></p>	
Lesson 5: The Legend of Betsy Ross	<p>Describe the connection between the first official flag of the United States and the thirteen colonies</p> <p>With assistance, create and interpret a timeline of the settlement of North America and the creation of the United States of America</p>	<p>Describe the first U.S. flag <b>with relevant details, expressing ideas and feelings clearly</b></p> <p>Prior to listening to “The Legend of Betsy Ross,” orally identify what they know and have learned about George Washington, Thomas Jefferson, Benjamin Franklin, and Paul Revere</p>	<p>Word Work: <b>alternating</b></p>	<p>Plan and draft an informative/explanatory text that presents information from “The Legend of Betsy Ross” about the first U.S. flag</p> <p>With guidance and support from adults, focus on the topic of the U.S. flag, respond to questions and suggestions from peers, and add details, as needed, to strengthen student writing about the flag</p> <p>Make personal connections to the informative text “The Legend of Betsy Ross” by describing a flag that would be representative of their class</p> <p>Share writing with others</p>
<i>Pausing Point</i>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: George Washington, Commander in Chief	Describe the connection between the Declaration of Independence and its affect on the Continental Army	<p>Ask and answer <i>who</i> questions orally, requiring <b>literal recall and understanding of the details or facts</b> from “George Washington, Commander in Chief”</p> <p><b>Describe</b> George Washington’s army with <b>relevant details, expressing ideas and feelings clearly</b></p> <p>Prior to listening to “George Washington, Commander in Chief,” orally <b>identify</b> what they know and have learned about the <b>sequence of events</b> leading up to the creation of the United States as a nation</p> <p>Prior to listening to “George Washington, Commander in Chief,” orally <b>predict</b> what the next event is in the <b>sequence of events</b> leading to the creation of the United States as a nation, and <b>then compare the actual outcomes to predictions</b></p>	Word Work: struggled	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Will This War Never End?	<p>Describe the connection between General Washington's military strategy and the end of the war</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p>Ask and answer who questions orally, requiring <b>literal recall and understanding of the details or facts</b> from "Will This War Never End?"</p> <p><b>Describe, with relevant details</b>, the way in which General Washington and the French military won the war, expressing ideas and feelings clearly</p> <p>Prior to listening to "Will This War Never End?" orally identify what they know and have learned about the formation of the United States as a new nation</p> <p>Prior to listening to "Will This War Never End?" orally <b>predict</b> whether or not the war will end, and then <b>compare the actual outcomes to predictions</b></p>	Word Work: <b>confident</b>	
Lesson 8: A Young Nation Is Born	<p>Describe an illustration of George Washington, Benjamin Franklin, and Thomas Jefferson, and use pictures and detail in "A Young Nation Is Born" to <b>describe</b> the read-aloud's <b>key ideas</b></p> <p><b>Identify the reasons or facts</b> the author of the read-aloud gives to support the point that George Washington is known as the "Father of Our Country."</p> <p>With assistance, <b>create and interpret a timeline</b> of the settlement of North America and the creation of the United States of America</p>	<p><b>Add drawings to descriptions</b> of what the student would do if s/he were president to <b>clarify ideas, thoughts, and feelings</b></p> <p>Prior to listening to "A Young Nation Is Born," orally identify what they know and have learned about the end of the Revolutionary War</p>	<p>Explain the meaning of the saying "there's no place like home" and use in appropriate contexts</p> <p>Identify new meanings for the word <i>capital</i> and apply them accurately</p> <p>Word Work: <b>president</b></p> <p>Multiple Meaning Word Activity: <b>capital</b></p>	Share writing with others



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p><b>Lesson 9:</b> Never Leave Until Tomorrow What You Can Do Today</p>		<p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts from “Never Leave Until Tomorrow What You Can Do Today”</p> <p>Ask questions to clarify directions, exercises, and/or classroom routines in connection with drawing details from “Never Leave Until Tomorrow What You Can Do Today”</p> <p>Describe Benjamin Franklin’s inventions with relevant details, expressing ideas and feelings clearly</p> <p>Add drawings to descriptions of information learned from listening to “Never Leave Until Tomorrow What You Can Do Today” to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Never Leave Until Tomorrow What You Can Do Today,” orally identify what they know and have learned about the the founding of the United States</p>	<p>Explain the meaning of the saying “never leave until tomorrow</p> <p>what you can do today” and use in appropriate contexts</p> <p>Word Work: <b>wise</b></p>	<p>Plan and draft an informative/explanatory text that presents information from “Never Leave Until Tomorrow What You Can Do Today” about Benjamin Franklin</p> <p>Share writing with others</p>
<p><b>Lesson 10:</b> Building a Nation with Words and Ideas</p>	<p><b>Describe the connection</b> between the designation of Thomas Jefferson as “the father of American architecture” and his contributions to the design of Washington, D.C., Monticello, and the University of Virginia</p> <p><b>Describe an illustration</b> of Monticello and use pictures and details in “Building a Nation with Words and Ideas” to describe the read-aloud’s key ideas</p>	<p>Describe Thomas Jefferson’s inventions with relevant details, expressing ideas and feelings clearly</p> <p>Prior to listening to “Building a Nation with Words and Ideas,” orally identify what they know and have learned about Benjamin Franklin</p> <p>Use regular past, present, and future tense verbs correctly in oral language</p>	<p>Word Work: <b>anniversary</b></p>	<p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 11:</b> Liberty and Justice for ALL?	<p><b>Identify the main topic</b> of “What Do a Flag, a Bell, and an Eagle Have in Common?” and <b>retell key details</b> of the informational read-aloud</p> <p><b>Describe the connections</b> between a flag, a bell, and an eagle</p> <p><b>Describe an illustration</b> of a turkey and a bald eagle and use pictures and detail in “What Do a Flag, a Bell, and an Eagle Have in Common?” <b>to describe</b> the read-aloud’s <b>key ideas</b></p>	<p>Add drawings to descriptions of our nation’s symbols to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “What Do a Flag, a Bell, and an Eagle Have in Common?” orally predict what the main topic is of the read-aloud, and then compare the actual outcomes to predictions</p>	Word Work: <b>symbols</b>	<p>Plan and draft an informative/explanatory text that presents information about our nation’s symbols from “What Do a Flag, a Bell, and an Eagle Have in Common?”</p> <p>Share writing with others</p>
<b>Lesson 12:</b> What Do a Flag, a Bell, and an Eagle Have in Common?	<p><b>Identify the main topic</b> of “What Do a Flag, a Bell, and an Eagle Have in Common?” and <b>retell key details</b> of the informational read-aloud</p> <p><b>Describe the connections</b> between a flag, a bell, and an eagle</p> <p><b>Describe an illustration</b> of a turkey and a bald eagle and use pictures and detail in “What Do a Flag, a Bell, and an Eagle Have in Common?” <b>to describe</b> the read-aloud’s <b>key ideas</b></p>	<p>Add drawings to descriptions of our nation’s symbols to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “What Do a Flag, a Bell, and an Eagle Have in Common?” orally predict what the main topic is of the read-aloud, and then compare the actual outcomes to predictions</p>	Word Work: <b>symbols</b>	<p>Plan and draft an informative/explanatory text that presents information about our nation’s symbols from “What Do a Flag, a Bell, and an Eagle Have in Common?”</p> <p>Share writing with others</p>
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

**Frontier Explorers (11–15 days)**

11 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

*In this domain, students will learn about the American frontier and the explorers that played an important role in the westward expansion of the United States. Students will be introduced to key people and events that played a role in the early westward expansion of the United States.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p>	<p><i>Use agreed-upon rules for group discussion, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments or responding to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation</i></p>	<p><i>Identify real-life connections between words and their use (e.g., note places at home that are cozy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)</i></p>	
<b>Lesson 1:</b> Daniel Boone and the Opening of the West	<b>Describe the connection</b> between the Appalachian Mountains and the settlers’ inability to move west	Describe how a woodsman survives with relevant details, expressing ideas and feelings clearly  Add a drawing of a woodsman to a written description of how woodsmen survive to clarify ideas, thoughts, and feelings	<b>Word Work:</b> woodsmen	With assistance, create and interpret a timeline of the settlement of North America  Share writing with others
<b>Lesson 2:</b> Crossing the Appalachian Mountains	Distinguish between information provided by an image of Fort Boonesborough and information provided in the read-aloud to determine how forts protect the people living inside	Prior to listening to “Crossing the Appalachian Mountains,” predict whether Daniel Boone will make it to the land west of the Appalachian Mountains	Identify new meanings for the word <i>pass</i> and apply them accurately  <b>Word Work:</b> pioneers  Multiple Meaning Word Activity: <b>pass</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>Pausing Point</i>			
Lesson 3: Jefferson and Monroe		<p>Ask and answer who questions orally, requiring literal recall and understanding of the details and facts from "Jefferson and Monroe"</p> <p>Describe the images from the read-aloud to retell the read-aloud with relevant details, expressing ideas and feelings clearly</p> <p>Identify simple declarative, interrogative, and exclamatory sentences orally in response to prompts</p>	Word Work: <b>emperor</b>	With assistance, create and interpret a timeline of the settlement of North America
Lesson 4: The Louisiana Purchase	<b>Compare and contrast</b> emperors and presidents	<p>Ask and answer what questions orally, requiring literal recall and understanding of the details and facts from "The Louisiana Purchase"</p>	<p>Identify new meanings for the word <i>letter</i> and apply them accurately</p> <p>Word Work: <b>purchase</b></p>	
Lesson 5: Lewis and Clark			Word Work: <b>brave</b>	<p>Draw and write sentences about which one of Lewis and Clark's three tasks they think will be easiest and which will be most difficult, supplying reasons for their opinions</p> <p>Make personal connections to a map of Lewis and Clark's route by creating a map of their route from home to school</p> <p>With assistance, create and interpret a timeline of the settlement of North America</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> Lewis and Clark: The Journey Begins	Evaluate and select read-alouds on the basis of personal choice for rereading	Ask and answer when questions orally, requiring literal recall and understanding of the details and facts from “Lewis and Clark: The Journey Begins”  Add drawings to descriptions of the student on an expedition to clarify ideas, thoughts, and feelings	Word Work: <b>expedition</b>	Share writing with others
<b>Lesson 7:</b> Discovery and Danger on the Prairie		Retell the read-aloud by describing Image Cards with relevant details, expressing ideas and feelings clearly	Word Work: <b>honored</b>	Draw and write sentences about a person they honor, explaining which characteristics you honor most, and supply reasons for their opinions  Share writing with others
<b>Lesson 8:</b> Sacagawea		Ask and answer where questions orally, requiring literal recall and understanding of the details and facts from “Sacagawea”  Add drawings to a classmate’s written description of Sacagawea’s role on the expedition to clarify ideas, thoughts, and feelings	Word Work: <b>protection</b>	Write sentences about Sacagawea’s role on the expedition, respond to questions and suggestions from peers, and add details to strengthen writing as needed  Share writing with others
<b>Lesson 9:</b> Red Cedars and Grizzly Bears	Distinguish between information provided by an image of a red cedar and information provided in the read-aloud to determine why Lewis and Clark could not bring a red cedar back east  <b>Compare and contrast</b> a grizzly bear and a black bear		Word Work: <b>record</b>	Make personal connections to Lewis and Clark’s journals by creating journals of their own  Share writing with others
<b>Lesson 10:</b> Rivers and Mountains		Ask and answer what questions orally, requiring literal recall and understanding of the details and facts from “Rivers and Mountains”	Explain the meaning of “if at first you don’t succeed, try, try again” and use in appropriate contexts  Word Work: <b>dull</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 11: To the Pacific and Back</b>			Use the antonyms contentment and discontentment appropriately in oral language Word Work: <b>contentment</b>	Make personal connections to Lewis and Clark’s journals by creating journals of their own Share writing with others
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			