

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/kindergarten-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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## Nursery Rhymes and Fables

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

*This domain will introduce students to nursery rhymes and fables that have been favorites with children for generations. Students will learn classic rhymes like “Twinkle, Twinkle, Little Star,” “Humpty Dumpty,” and “Hickory, Dickory, Dock,” as well as classic characters such as Humpty Dumpty and Little Miss Muffet. Students will also be listening to some well-known fables, which are special types of fiction that teach morals, or important lessons.*

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions requiring literal recall and understanding</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud</p> <p>Listen to, understand, and recognize a variety of texts</p> <p>Describe characters, setting, things, events, actions, a scene, or facts from a read-aloud</p>	<p>Ask and answer questions about unknown words and to clarify information in a read-aloud</p> <p>WPS, describe illustrations from a fiction read-aloud</p> <p>Use agreed-upon rules for group discussions</p> <p>Carry on and participate in a conversation over four to five turns</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> <p>Answer questions orally in complete sentences</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Produce and expand complete sentences in shared language</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
<b>Lesson 1A:</b> Roses Are Red	<p>Listen to and demonstrate familiarity with “Roses Are Red”</p> <p>WPS, <b>compare and contrast</b> similarities and differences between roses and violets</p>		<p>Identify real-life connections between words and their use</p> <p>Word Work: <b>sweet</b></p>	
<b>Lesson 1B:</b> Ring Around the Rosie	<p>Listen to and demonstrate familiarity with “Ring Around the Rosie”</p> <p>WPS, dramatize the <b>events of the text in proper sequence</b>”</p>	<p>Recite “Roses Are Red” and “Ring Around the Rosie”</p>	<p>Identify new meanings for familiar words and apply them accurately</p> <p>Multiple Meaning Word Activity: <b>ring</b></p>	
<b>Lesson 2A:</b> Rain, Rain, Go Away	<p>Discuss <b>personal responses</b> to rain and rainy days <b>in connection to the text</b></p>	<p>Describe familiar things, such as rain, adding detail WPS</p>		
<b>Lesson 2B:</b> It’s Raining, It’s Pouring	<p>Categorize “It’s Raining, It’s Pouring” as “realistic” text</p> <p><b>Predict events</b> of the read aloud and <b>review predictions</b> after the read aloud.</p>		<p>Explain the meaning of the saying, “it’s raining cats and dogs” and use in appropriate contexts</p> <p>Sayings and Phrases: <b>It’s Raining Cats and Dogs</b></p>	

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 3A:</b> Jack Be Nimble	WPS, dramatize the text's <b>key events in the proper sequence</b>			
<b>Lesson 3B:</b> Little Jack Horner	WPS, dramatize the text's <b>key events in the proper sequence</b>  Explain why this is a "realistic text"			
<b>Lesson 4A:</b> Jack and Jill	<b>Predict events</b> of the read aloud and <b>review</b> <b>predictions</b> after the read aloud		Identify real-life connections between words, such as fetch, and their use  Word Work: <b>fetch</b>	
<b>Lesson 4B:</b> Little Miss Muffet	Explain why this is a "realistic text"	Describe familiar things, such as spiders, and WPS, provide additional detail	<b>Identify real-life connections between words</b> , such as <i>frightened</i> , and their use  Word Work: <b>frightened</b>	
<b>Lesson 5A:</b> This Little Pig Went to Market	WPS, dramatize the text's <b>key events in the proper sequence</b>  Categorize this text as "fantasy"	Describe familiar things, such as pigs, and WPS, provide additional detail	<b>Identify real-life connections between words</b> , such as <i>market</i> , and their use  Word Work: <b>market</b>	
<b>Lesson 5B:</b> One, Two, Buckle My Shoe  NOTE: IN PACKET LABELED 5A	WPS, dramatize the text's <b>key events in the proper sequence</b>  WPS, <b>compare and contrast</b> similarities and differences between two nursery rhymes (one realistic; one fantasy)"			
<b>Lesson 6A:</b> Star Light, Star Bright	Explain why this is a "realistic text"  Discuss <b>personal responses</b> <b>to topics</b> of the text and <b>connect these to specifics</b> <b>in the text</b>	Describe familiar things, such as stars, and WPS, provide additional detail		
<b>Lesson 6B:</b> Twinkle, Twinkle, Little Star			<b>Identify real-life connections between words</b> , such as <i>wonder</i> , and their use  Word Work: <b>wonder</b>	
	<i>Pausing Point</i>			

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 7A:</b> Hickory, Dickory, Dock	Discuss <b>personal responses to topics</b> of the text and <b>connect these to specifics in the text</b>	Describe familiar things, such as clocks, and WPS, provide additional detail		
<b>Lesson 7B:</b> Diddle, Diddle, Dumpling	Discuss <b>personal responses to topics</b> of the text and <b>connect these to specifics in the text</b>			
<b>Lesson 8A:</b> Little Bo Peep	Discuss <b>personal responses to topics</b> of the text and <b>connect these to specifics in the text</b>	Describe familiar things, such as sheep, and WPS, provide additional detail  Discuss background knowledge (from previous read alouds or domains) related to the text		
<b>Lesson 8B:</b> Little Boy Blue	WPS, <b>compare and contrast</b> similarities and differences between the characters in nursery rhymes read to date			
<b>Lesson 9A:</b> Baa, Baa, Black Sheep	WPS, dramatize the text's <b>key events in the proper sequence</b>  Explain why this text is categorized as "fantasy"	Describe familiar things, such as sheep, and WPS, provide additional detail  Prior to listening to "Baa, Baa, Black Sheep," identify what they know about sheep		
<b>Lesson 9B:</b> Humpty Dumpty	Explain why this text is categorized as "fantasy"			
<b>Lesson 10:</b> The Lion and the Mouse	WPS, <b>retell</b> or dramatize the <b>text events in order</b> and demonstrate story structure (beginning, middle, end)  Explain why this text is fantasy. <b>Predict events</b> of the read aloud and <b>review predictions</b> after the read aloud  Discuss <b>personal responses</b> to counting on someone else, particularly someone who is younger or smaller, and <b>connect those to the characters in the fable</b>	Describe familiar things, such as lions and mice, and WPS, provide additional detail	Identify real-life connections between words, such as <i>disturbed</i> , and their use  Word Work: <b>disturbed</b>	

	Text Analysis / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 11: The Dog and His Reflection	WPS, retell the events in <b>order</b> and demonstrate story structure (beginning, middle, end) and sense of characters. While listening to “The Dog and His Reflection,” orally <b>predict</b> what will happen in the read-aloud		Identify real-life <b>connections between words</b> , such as <i>feast</i> , and their use Word Work: <b>feast</b>	
Lesson 12: The Hare and the Tortoise	<b>Predict events</b> of the read aloud and <b>review predictions</b> after the read aloud Explain that “The Hare and the Tortoise” is fantasy because animals cannot talk and do not have races		Identify new meanings for familiar words, such as <i>break</i> , and apply them accurately <b>Identify real-life connections between words</b> , such as <i>boasting</i> and <i>race</i> , and their uses Word Work: <b>boasting</b> Multiple Meaning Word Activity: <b>break</b>	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## The Five Senses

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

*This domain will be one of many that will follow in subsequent grade levels in which students will broaden their knowledge of the human body. An exploration of the senses also requires students to make observations and then use language to describe those observations, both of which are key skills in the scientific process. Later lessons will also address what happens if the senses of sight and hearing do not function properly.*

	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 requiring literal recall and understanding</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud</p> <p>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</p> <p>Actively engage in nonfiction/informational read-alouds</p>	<p>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Answer questions orally in complete sentences</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
Lesson 1: My Senses Are Amazing	WPS, use <b>illustrations to discuss details</b> learned from the text about the five senses	WPS, describe familiar things, such as the five senses, and provide additional details	Sort common objects into categories such as sight, hearing, smell, taste, and touch to gain a sense of the concepts the categories represent Word Work: <b>boasting</b>	Present information about the five senses by using a combination of drawing, dictating, and writing With assistance, categorize information about the sense of light on a chart
Lesson 2: The Sense of Sight	WPS, use <b>illustrations</b> (such as that of a boy leaping) to <b>discuss details</b> learned from the text about the five senses	WPS, describe familiar things, such as colors and shapes seen in the classroom, and provide additional detail	Identify new meanings for the word <i>pupil</i> and apply them accurately Distinguish shades of meaning among related verbs (e.g., jump/leap)  Word Work: <b>protect</b> Sayings and Phrases: <b>Look Before You Leap</b> Multiple Meaning Word Activity: <b>pupil</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 3:</b> The Sense of Hearing	WPS, identify the main topic and retell key details from “The Sense of Hearing”	WPS, describe familiar things, such as sounds they hear, and provide additional detail <b>Provide additional detail to descriptions</b> of loud and soft sounds by adding drawings to the descriptions Prior to listening to “The Sense of Hearing,” identify what they know about the five senses, the sense of sight, and eyes	Categorize and organize loud sounds and soft sounds to gain a sense of the concepts the categories represent Demonstrate understanding of the adjective <i>invisible</i> by relating it to its opposite, <i>visible</i> Word Work: <b>invisible</b>	Present information about loud sounds and soft sounds by drawing pictures of common objects that make those sounds With assistance, categorize and organize loud sounds and soft sounds as described in the read-aloud
<b>Lesson 4:</b> The Sense of Smell	WPS, identify the main topic and retell key details from “The Sense of Smell” WPS, use illustrations (such as that of someone sniffing a flower) to discuss details or key points from the text Compare and contrast the sense of smell and the sense of sight	WPS, describe familiar places and things, such as a scent associated with their favorite place, and provide additional detail Prior to listening to “The Sense of Smell,” identify what they know about the five senses, the senses of sight and hearing, and eyes and ears	Sort common objects into the categories “pleasant odors” and “unpleasant odors” Demonstrate understanding of the adjective <i>pleasant</i> by relating it to its opposite <i>unpleasant</i> Explain the meaning of “Better safe than sorry” and use in appropriate contexts Word Work: <b>scents</b> Sayings and Phrases: <b>Better Safe Than Sorry</b>	With assistance, categorize and organize pleasant and unpleasant odors as described in the read-aloud
<b>Lesson 5:</b> The Sense of Taste	WPS, identify the main topic and retell key details from “The Sense of Taste” WPS, use illustrations (such as that of a boy eating a watermelon) to discuss details or key points from the text Predict events of the read aloud and review predictions after the read aloud	WPS, describe familiar things, such as a favorite taste, and provide additional detail Provide additional detail about categories of taste by adding drawings to descriptions of four types of taste Prior to listening to “The Sense of Taste,” identify what they know about the five senses	Sort foods into categories to gain a sense of the concepts the categories represent Word Work: <b>pucker</b>	Present information about the sense of taste by using a combination of drawing, dictating, and writing about four different tastes: sweet, salty, bitter, and sour With assistance, categorize and organize foods into categories
<b>Lesson 6:</b> The Sense of Touch	WPS, identify the main topic and retell key details from “The Sense of Touch” WPS, use illustrations (such as that of nerves in the body) to discuss details or key points from the text <i>Pausing Point</i>	Prior to listening to “The Sense of Touch,” identify what they know about the five senses; the senses of sight, hearing, smell, and taste; and eyes, ears, nose, mouth, and tongue	Identify new meanings for the word skin and apply them accurately Word Work: <b>texture</b> Multiple Meaning Word Activity: <b>skin</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Ray Charles	<p>WPS, sequence four to six pictures about Ray Charles life (as presented in the text)</p> <p>Explain that “Ray Charles” is a realistic text because it is a biography of the life of Ray Charles</p>	<p>Provide additional detail about the life of Ray Charles by adding drawings to a lifeline of significant events in his life</p>	<p>Word Work: remarkable</p>	<p>Present information about significant events in the life of Ray Charles through a combination of drawing, dictating, and writing</p> <p>With assistance, organize facts about the life of Ray Charles by creating and interpreting a lifeline depicting significant events in his life</p>
Lesson 8: Helen Keller	<p>WPS, compare and contrast similarities and differences between “Helen Keller” and “Ray Charles”</p> <p>Prior to listening to “Helen Keller,” identify what they know and have learned about biographies</p>	<p>Provide additional detail about the life of Helen Keller by adding drawings to a lifeline depicting significant events in her life Prior to listening to “Helen Keller,” identify what they know and have learned about biographies</p>	<p>Word Work: sensations</p>	<p>Present information about the life of Helen Keller by using a combination of drawing, dictating, and writing to illustrate significant events in her life</p> <p>With assistance, organize facts about the life of Helen Keller by creating and interpreting a lifeline depicting significant events in her life</p>
<i>Domain Review</i>				
<i>Domain Assessment</i>				
<i>Culminating Activities</i>				

## Stories

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

*This domain will introduce students to classic stories that have been favorites with children for generations. Students will acquire an understanding of the elements of a story including characters, plot, and setting as well as develop an awareness of language to help them become both better writers and readers.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>WPS, ask and answer questions (e.g., who, what, where, when) 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>WPS, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud</i></p> <p><i>WPS, ask and answer questions about unknown words in fiction read-alouds and discussions</i></p> <p><i>Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems</i></p> <p><i>Actively engage in fiction read-alouds</i></p>	<p><i>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p>	<p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Ask questions beginning with who, what, where, when, why, or how</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p>	
Lesson 1: Chicken Little	<p><b>Retell the story of "Chicken Little" by identifying the beginning, middle, and end events of the story in proper sequence</b></p> <p><b>Use illustrations (such as that of an acorn) to discuss details or key points from the text</b></p>		Word Work: sly	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Three Little Pigs	<p>Retell “The Three Little Pigs” by <b>sequencing four to six pictures of story events</b></p> <p>Describe <b>images</b> of straw, sticks, and brick in “The Three Little Pigs,” using the images to <b>check and support comprehension of the read-aloud</b></p> <p>While listening to “The Three Little Pigs,” <b>orally predict</b> what will happen in the read-aloud based on pictures and text heard thus far</p>	Describe familiar things, such as straw, sticks, and bricks, and WPS, provide additional detail	Word Work: <b>blazing</b>	
Lesson 3: The Three Billy Goats Gruff	<p>Retell the story “The Three Billy Goats Gruff,” including the characters, and <b>placing beginning, middle, and end events in the proper sequence</b></p> <p>Describe <b>illustrations</b> of the Billy Goats Gruff in “The Three Billy Goats Gruff,” using the illustrations to <b>check and support comprehension of the read-aloud</b></p>		<p>Identify new meanings for familiar words, such as <i>cross</i>, and apply them accurately</p> <p>Word Work: <b>longed</b></p> <p>Multiple Meaning Word Activity: <b>cross</b></p>	
Lesson 4: The Wolf and the Seven Little Kids	<p>Retell “The Wolf and the Seven Little Kids” by <b>sequencing four to six pictures illustrating events of the story in proper sequence</b></p> <p>Describe the role of an author and illustrator in a fiction text</p> <p>Describe an <b>illustration</b> of the wolf at the door in “The Wolf and the Seven Little Kids,” using the illustration to <b>check and support comprehension of the read-aloud</b></p> <p>Explain that “The Wolf and the Seven Little Kids” is fantasy because animals cannot talk and do not live in houses</p>		Word Work: <b>terrified</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> The Bremen Town Musicians	Explain that “The Bremen Town Musicians” is fantasy because animals do not play in bands	Prior to listening to “The Bremen Town Musicians,” identify orally what they know and have learned about folktales, and animal sounds (donkey, cat, dog, and rooster)	Identify new meanings for familiar words, such as <i>play</i> , and apply them accurately Word Work: <b>sly</b>	Create a two-columned chart illustrating things animals do in real life and things animals cannot do in real life
<i>Pausing Point</i>				
<b>Lesson 6:</b> Momotaro, Peach Boy	While listening to “Momotaro, Peach Boy,” orally <b>predict</b> what will happen in the read-aloud based on pictures and text heard thus far Explain that “Momotaro, Peach Boy” is fantasy because monsters are make-believe	Describe familiar people, such as heroes, in detail and WPS, <b>provide additional detail</b> Prior to listening to “Momotaro, Peach Boy,” identify orally what they know and have learned about Japan	Word Work: <b>swooped</b>	Create a drawing to present information on a personal hero, by identifying the hero and supplying details
<b>Lesson 7:</b> The Story of Jumping Mouse, Part I	WPS, <b>compare and contrast</b> what characters in different read-alouds want While listening to “The Story of Jumping Mouse, Part I,” orally <b>predict</b> what will happen in the read-aloud based on the text heard thus far		Word Work: <b>perilous</b>	
<b>Lesson 8:</b> The Story of Jumping Mouse, Part II	Evaluate and select stories on the basis of personal choice for rereading	Create a drawing with sufficient detail to support the choice of a favorite character from a read-aloud	Word Work: <b>misused</b>	Create a drawing to present an opinion on a favorite character, by identifying the favorite character and including details to support the choice of character
<b>Lesson 9:</b> Goldilocks and the Three Bears	Explain that “Goldilocks and the Three Bears” is fantasy because bears do not live in houses, sleep in beds, or eat food that people eat	Describe familiar things, such as bears and their habits, and WPS, provide additional detail Prior to listening to “Goldilocks and the Three Bears,” identify orally what they know and have learned about bears, such as what they eat, where they live, and where they sleep Orally share a different ending to the story “Goldilocks and the Three Bears”	Explain the meaning of “Do unto others as you would have them do unto you” Word Work: <b>wee</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 10: Tug-of-War		Prior to listening to “Tug-of-War,” identify orally how to play the game tug-of-war	Word Work: <b>foolishness</b>	Compare and contrast characters in “Tug-of-War” using a Venn diagram
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Plants

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

*By listening to the read-alouds in this domain, students will acquire a fundamental understanding of the parts of plants and how they grow. They will learn what plants need in order to stay alive and will be introduced to the concepts of the life cycle of plants, pollination, and photosynthesis. This basic knowledge about plants will lay the foundation for a broader understanding of ecology and the interdependence of all living things, topics that will be addressed in other Kindergarten domains (Farms and Taking Care of the Earth), as well as in subsequent grades.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>WPS, ask and answer questions (e.g., who, what, where, when) 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 discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p>	<p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p>	
<b>Lesson 1:</b> Introduction to Plants	<p><b>Orally compare and contrast</b> a houseplant and desert cactus</p> <p>Define and use new words, such as <i>soil</i>, from the read-aloud and the discussion about “Introduction to Plants”</p> <p><b>Describe images</b> of living things in “Introduction to Plants,” using the images to <b>check and support comprehension</b> of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “Introduction to Plants”</p>	<p>Listen to a variety of texts, including informational text such as “Introduction to Plants”</p> <p>Prior to listening to “Introduction to Plants,” identify orally what they know about plants</p>	<p>Identify multiple meanings of <i>plant</i> and use them in appropriate contexts</p> <p>Sort common objects into living and nonliving categories</p> <p>Word Work: <b>soil</b></p> <p>Multiple Meaning Word Activity: <b>plants</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: Plant Parts	<p>Discuss <b>personal characteristics</b> that make people similar and different and <b>connect</b> those to the parts of a plant and how they are similar and different</p> <p>Define and use new words, such as <i>survival</i>, from the read-aloud and the discussion about “Plant Parts”</p> <p><b>Describe an illustration</b> of a sunflower and an apple tree in “Plant Parts,” using the illustration to <b>check and support comprehension of the read-aloud</b></p> <p>Actively engage in the nonfiction/informational read-aloud “Plant Parts”</p>	<p>Create a <b>drawing with sufficient detail</b> of the things that are important to a plant’s survival</p> <p>Listen to a variety of texts, including informational text such as “Plant Parts”</p> <p>Prior to listening to “Plant Parts,” identify orally that plants are living and need four things to survive: food, water, air, and light</p>	<p>Sort common objects into living and nonliving categories</p> <p>Word Work: <b>survival</b></p>	
Lesson 3: The Life Cycle of a Plant	<p>WPS, <b>identify the main topic and retell key details</b> from “The Life Cycle of Plants”</p> <p>Describe the connection between the parts of the plant and their development in the life cycle of a plant</p> <p>Define and use new words, such as <i>germinate</i>, from the read-aloud and the discussion about “The Life Cycle of a Plant”</p> <p><b>Describe illustrations</b> of the phases of germination and a seedling in “The Life Cycle of a Plant,” using the illustrations to <b>check and support comprehension of the read-aloud</b></p> <p>Actively engage in the nonfiction/informational read-aloud “The Life Cycle of a Plant”</p>	<p>Draw the important parts of a plant, including the stem (provided), roots, leaves, and flowers</p> <p>Listen to a variety of texts, including informational text such as “The Life Cycle of a Plant”</p> <p>Prior to listening to “The Life Cycle of a Plant,” identify orally the parts of a plant learned in the previous read-aloud of “Plant Parts”</p>	<p>Explain the meaning of “great oaks from little acorns grow” and use in appropriate contexts</p> <p>Word Work: <b>germinate</b></p> <p>Sayings and Phrases: <b>Great Oaks from Little Acorns Grow</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: The Gigantic Turnip	<p>Recall facts from “The Gigantic Turnip” and accurately <b>answer questions such as <i>who, what, where, when</i></b></p> <p><b>Interpret information</b> to answer questions and express opinions about “The Gigantic Turnip,” including <b>answering <i>why</i> questions that require recognizing cause/effect relationships</b></p> <p><b>Sequence</b> four pictures illustrating events in “The Gigantic Turnip”</p> <p>WPS, use narrative language to describe characters and events in “The Gigantic Turnip”</p> <p>Define and use new words, such as <i>gigantic</i>, from the read-aloud and the discussion about “The Gigantic Turnip”</p> <p>Listen to a variety of texts, including fictional stories such as “The Gigantic Turnip”</p> <p><b>Describe an image</b> of a turnip accompanying “The Gigantic Turnip,” using the image to <b>check and support comprehension of the read-aloud</b></p> <p>Actively engage in fiction read-alouds</p> <p>Prior to listening to “The Gigantic Turnip,” identify orally what they know about gardens</p> <p><i>Pausing Point</i></p>	<p>Prior to listening to “The Gigantic Turnip,” identify orally what they know about gardens</p>	<p>Word Work: <b>gigantic</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> Polly the Honeybee's Flower Tour	<p>Describe the connection between plant parts and their functions</p> <p>Define and use new words, such as <i>pollination</i>, from the read-aloud and the discussion about "Polly the Honeybee's Flower Tour"</p> <p><b>Describe an image</b> of Polly and a flower to identify the flower's petals in "Polly the Honeybee's Flower Tour," using the image <b>to check and support comprehension</b> of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud "Polly the Honeybee's Flower Tour"</p>	<p>Listen to a variety of texts, including informational text such as "Polly the Honeybee's Flower Tour"</p> <p>Prior to listening to "Polly the Honeybee's Flower Tour," identify orally what they know about flowers</p>	<p>Word Work: <b>pollination</b></p>	
<b>Lesson 6:</b> The Fruits of Polly's Labor	<p>Define and use new words, such as <i>fruit</i>, from the read-aloud and the discussion about "The Fruits of Polly's Labor"</p> <p><b>Describe images</b> of fruits and their seeds in "The Fruits of Polly's Labor," using the images <b>to check and support comprehension</b> of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud "The Fruits of Polly's Labor"</p>	<p>Listen to a variety of texts, including informational text such as "The Fruits of Polly's Labor"</p> <p><b>Discuss personal responses to favorite foods and fruits</b> they eat and <b>connect those to the fruits discussed</b> in "The Fruits of Polly's Labor"</p>	<p>Identify multiple meanings of <i>pit</i> and use them in appropriate contexts</p> <p>Word Work: <b>fruit</b></p> <p>Multiple Meaning Word</p> <p>Activity: <b>pit</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Johnny Appleseed	<p>Recall facts from “Johnny Appleseed” and accurately answer questions such as <i>who, what, where, when</i></p> <p>Interpret information to answer questions and express opinions about “Johnny Appleseed,” including answering <i>why</i> questions that require recognizing cause/effect relationships</p> <p>Sequence and describe seven pictures illustrating events in “Johnny Appleseed”</p> <p>WPS, use narrative language to describe characters and events in “Johnny Appleseed”</p> <p>Define and use new words, such as <i>hero</i>, from the read-aloud and the discussion about “Johnny Appleseed”</p> <p>Listen to a variety of texts, including fictional stories such as the tall tale “Johnny Appleseed”</p> <p>Actively engage in fiction read-alouds</p>	<p>Prior to listening to “Johnny Appleseed,” identify orally what they know about seeds, flowers, and fruit from the previous read-alouds</p>	<p>Use temporal language to express story events in sequential order</p> <p>Word Work: hero</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 8: Deciduous Trees	<p>WPS, <b>identify the main topic and retell key details</b> from “Deciduous Trees”</p> <p>Define and use new words, such as <i>bare</i>, from the read-aloud and the discussion about “Deciduous Trees”</p> <p><b>Describe an image</b> of a forest full of deciduous and evergreen trees in “Deciduous Trees,” using the image to <b>check and support comprehension of the read-aloud</b></p> <p>Actively engage in the nonfiction/informational read-aloud “Deciduous Trees”</p> <p>Prior to listening to “Deciduous Trees,” <b>orally predict</b> whether apple trees are deciduous or evergreen trees based on the title, pictures, and/or text heard thus far, and then <b>compare the actual outcome to the prediction</b></p>	<p>Create a drawing with sufficient detail of deciduous trees in spring, summer, fall, and winter</p> <p>Listen to a variety of texts, including informational text such as “Deciduous Trees”</p> <p>Prior to listening to “Deciduous Trees,” identify orally that Johnny Appleseed loved apple trees because they provide food for many people</p>	Word Work: <b>bare</b>	Color a picture of deciduous trees to show the colors of the seasons: spring, summer, fall, and winter
Lesson 9: Evergreen Trees	<p>WPS, <b>identify the main topic and retell key details</b> from “Evergreen Trees”</p> <p>Define and use new words, such as <i>evergreen</i>, from the read-aloud and the discussion about “Evergreen Trees”</p> <p><b>Describe an image</b> of a forest of deciduous and evergreen trees in “Evergreen Trees,” using the image to <b>check and support comprehension of the read-aloud</b></p> <p>Orally <b>compare and contrast</b> deciduous trees (from the previous read-aloud) and evergreen trees (from this read-aloud)</p> <p>Actively engage in the nonfiction/informational read-aloud “Evergreen Trees”</p>	<p>Create a drawing with sufficient detail of an evergreen tree</p> <p>Listen to a variety of texts, including informational text such as “Evergreen Trees”</p> <p>Prior to listening to “Evergreen Trees,” identify orally what they learned about deciduous trees in the previous read-aloud</p>	Word Work: <b>deciduous</b> and <b>evergreen</b>	Draw an evergreen tree that includes cones and green needles and that reflects different seasons or weather, (e.g., snowcovered in winter)

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 10: Plants and People	<p>WPS, describe the connection between the read-aloud on fruits and what parts of plants people eat, and the ways plants are important to people</p> <p>Define and use new words, such as <i>bouquet</i>, from the read-aloud and the discussion about “Plants and People”</p> <p><b>Describe an image</b> of fruits and vegetables in “Plants and People,” using the image <b>to check and support comprehension</b> of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “Plants and People”</p>	<p>Listen to a variety of texts, including informational text such as “Plants and People”</p> <p>Prior to listening to “Plants and People,” identify orally what they learned about fruit and what parts of fruit people eat</p>	<p>Word Work: <b>bouquet</b></p>	
Lesson 11: George Washington Carver	<p><b>Recall information</b> from the read-aloud “Johnny Appleseed,” particularly that he loved apple trees, to connect to information in this read-aloud, “George Washington Carver,” about a botanist who loved plants</p> <p>Define and use new words, such as <i>crops</i>, from the read-aloud and the discussion about “George Washington Carver”</p> <p><b>Describe an illustration</b> from “Johnny Appleseed” prior to listening to “George Washington Carver,” using the illustration <b>to check and support comprehension of the read-aloud</b></p> <p>Actively engage in the nonfiction/informational read-aloud “George Washington Carver”</p> <p>Evaluate and select read-alouds or stories on the basis of personal choice for rereading</p>	<p>Listen to a variety of texts, including a biography such as “George Washington Carver”</p> <p>Prior to listening to “George Washington Carver,” identify orally what they have learned about Johnny Appleseed</p>	<p>Explain the meaning of “great oaks from little acorns grow” and use in appropriate contexts</p> <p>Word Work: <b>crops</b></p> <p>Sayings and Phrases: <b>Great Oaks from Little Acorns Grow</b></p>	
	<i>Domain Review</i>			

Text Analysis for  
Close Reading /  
Comprehension

Speaking & Listening

Language & Vocabulary

Writing

*Domain Assessment*

*Culminating Activities*

## Farms

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

*This domain will introduce students to several farm animals as well as to crops that people grow on farms. Students will learn how farmers meet the needs of farm animals. You should have already taught the Plants domain, so students will make the connection that animals need food, water, and space to live and grow—just as plants do. Students will be able to contrast how plants make their own food with how animals get their food from eating plants or other living things. Students will understand the importance of farms as a source of food and other products people use. Students will also become familiar with the classic story “The Little Red Hen,” which introduces the seasonal rhythm of planting, growing, and harvesting.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p>WPS, ask and answer questions (e.g., <i>who, what, where, when</i>) 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>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</p> <p>Actively engage in nonfiction/informational read-alouds</p>	<p>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Answer questions orally in complete sentences</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
Lesson 1: Old MacDonald Has a Farm		Describe familiar places, such as farms and, WPS, provide additional detail	Word Work: <b>tools</b>	
Lesson 2: With a Moo, Moo Here	WPS, identify the main topic and retell key details from “With a Moo, Moo Here”	Describe familiar things, such as cows and, WPS, provide additional detail	Word Work: <b>grazing</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: And a Cluck, Cluck There	WPS, identify the main topic and retell key details from "And a Cluck, Cluck There"	Describe familiar things, such as chickens and, WPS, provide additional detail  Listen to a variety of texts, including informational narratives such as "And a Cluck, Cluck There"	Identify new meanings for familiar words, such as <i>feed</i> , and apply them accurately  Explain the meaning of the saying, "the early bird gets the worm" and use in the appropriate contexts  Word Work: <b>collects</b>  Multiple Meaning Word Activity: <b>feed</b>  Sayings and Phrases: <b>The Early Bird Gets the Worm</b>	
Lesson 4: Here an Oink, There an Oink	WPS, identify the main topic and retell key details from "Here an Oink, There an Oink"  WPS, describe the role of an author and illustrator in a nonfiction/informational text  WPS, compare and contrast similarities and differences between pigs and cows	Describe familiar things, such as pigs and, WPS, provide additional detail  Listen to a variety of texts, including informational narratives such as "Here an Oink, There an Oink"	Word Work: <b>valuable</b>	
Lesson 5: Everywhere a Baa, Baa	WPS, identify the main topic and retell key details from "Everywhere a Baa, Baa"  WPS, compare and contrast similarities and differences between sheep and pigs	Describe familiar things, such as sheep and, WPS, provide additional detail  Listen to a variety of texts, including informational narratives such as "Everywhere a Baa, Baa"	Identify new meanings for familiar words, such as <i>pen</i> , and apply them accurately  Word Work: <b>tools</b>  Multiple Meaning Word Activity: <b>pen</b>	
	<i>Pausing Point</i>			
Lesson 6: All Kinds of Crops	Discuss personal responses to favorite foods and connect those to where their favorite foods come from (farms)		Word Work: <b>produce</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 7:</b> Little Red Hen	<p>WPS, dramatize the <b>story</b> “The Little Red Hen,” including characters, and beginning, middle, and end <b>events in the proper sequence</b></p> <p>WPS, use narrative language to describe characters and setting from “The Little Red Hen”</p> <p>Listen to a variety of texts, including fictional stories such as the folktale “The Little Red Hen”</p> <p>While listening to “The Little Red Hen,” orally <b>predict</b> what will happen in the read-aloud based on text heard thus far, and then <b>compare the actual outcome to the prediction</b></p> <p>Discuss personal responses to having to ask for help with a difficult task and connect those to the little red hen in the folktale</p> <p>Explain that “The Little Red Hen” is fantasy because animals cannot talk or bake bread</p>	Describe familiar things, such as chickens and, WPS, provide additional detail	Word Work: <b>ripe</b>	Sequence four to six pictures illustrating events in “The Little Red Hen” in the proper sequence
<b>Lesson 8:</b> The Seasons of Farming			Word Work: <b>pests</b>	Sequence four to six pictures illustrating events in the nonfiction read-aloud “The Seasons of Farming”
<b>Lesson 9:</b> From Farm to Market	<p>WPS, describe the four steps of getting food from farm to market by <b>putting four images in the proper sequence</b></p> <p>WPS, describe the role of an author and illustrator in a nonfiction/informational text</p>	Describe familiar things, such as crops and, WPS, provide additional detail	Word Work: <b>spoil</b>	<b>Sequence four to six pictures illustrating events in the nonfiction read-aloud “From Farm to Market”</b>
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Native Americans

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

The Native Americans domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled in this area. Students will learn that there were many, many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where they lived. Students will learn about three tribes in particular: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They will begin to understand how different geographical regions influenced different lifestyles. Students will learn that each Native American group has its own distinctive culture. The last read-aloud focuses on Native Americans today.

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	<p>WPS, ask and answer questions (e.g., who, what, where, when) 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>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</p> <p>Actively engage in nonfiction/informational read-alouds</p>	<p>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Answer questions orally in complete sentences</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 1:</b> Introduction to Native Americans	<p>WPS, describe the connection among the cultures of various Native American tribes</p> <p>WPS, <b>describe an illustration</b> of Native American dress and use pictures accompanying "Introduction to Native Americans" <b>to check and support understanding of the read-aloud</b></p> <p>WPS, <b>compare and contrast</b> the cultures of various Native American tribes</p> <p><b>Distinguish</b> "Introduction to Native Americans" as a read-aloud that describes <b>events that happened long ago from those that describe contemporary or current events</b></p>	<p>Prior to listening to "Introduction to Native Americans," identify orally what they have learned about Native American tribes</p>	<p>Word Work: <b>shelter</b></p>	<p>With assistance, categorize information about Native American environment, clothing, food, and shelter</p>
<b>Lesson 2:</b> The Lakota Sioux and the Buffalo	<p>WPS, <b>describe an illustration</b> of a Native American training a horse and use pictures accompanying "The Lakota Sioux and the Buffalo" <b>to check and support understanding of the read-aloud</b></p>	<p>Provide additional detail to descriptions of the environment and food of the Lakota Sioux by adding images to the description</p>	<p>Word Work: <b>agile</b></p>	<p>With assistance, <b>categorize and organize information</b> about the environment, clothing, food, and shelter of the Lakota Sioux</p>
<b>Lesson 3:</b> Where's Winona?	<p>WPS, <b>describe the connection between</b> the buffalo and the nomadic lifestyle of the Lakota Sioux</p> <p>WPS, <b>describe an illustration</b> of a traveling Lakota Sioux family and use pictures accompanying "Where's Winona?" <b>to check and support understanding of the read-aloud</b></p>	<p>Provide additional detail to descriptions of the clothing and shelter of the Lakota Sioux by adding images to the description</p> <p>Prior to listening to "Where's Winona?" identify orally what they know and have learned about the Lakota Sioux</p>	<p>Explain the meaning of "practice makes perfect" and use in appropriate contexts</p> <p>Word Work: <b>mischief</b></p> <p>Sayings and Phrases: <b>Practice Makes Perfect</b></p>	<p>Use a combination of drawing, dictating, and writing to present information about the Lakota Sioux culture</p> <p>With assistance, <b>categorize and organize information</b> about the environment, clothing, food, and shelter of the Lakota Sioux</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Little Bear Goes Hunting	WPS, describe Little Bear as <b>the main character</b> in “Little Bear Goes Hunting” WPS, describe the <b>connection</b> between the buffalo and the nomadic lifestyle of the Lakota Sioux	Prior to listening to “Little Bear Goes Hunting,” identify orally what they know and have learned about Lakota Sioux culture	Ask questions beginning with <i>who, what, where, when, and why</i> Identify new meanings for the word <i>plain</i> and apply them accurately Word Work: <b>succulent</b>	
<i>Pausing Point</i>				
Lesson 5: Bear, Gull, and Crow	WPS, describe the <b>characters</b> in “Bear, Gull, and Crow” Listen to, understand, and recognize “Bear, Gull, and Crow” as a fictional story WPS, describe the <b>connection</b> between the Wampanoag’s environment and their non-nomadic lifestyle WPS, describe an <b>illustration</b> of a bear, gull, and crow and use pictures accompanying “Bear, Gull, and Crow” to <b>check and support understanding of the read-aloud</b> WPS, <b>compare and contrast</b> the nomadic Lakota Sioux with the non-nomadic Wampanoag <b>Distinguish</b> “Bear, Gull, and Crow” as a <b>text based on fantasy rather than a realistic text</b>	Provide additional detail to descriptions of the environment, clothing, food, and shelter of the Wampanoag by adding images to the descriptions	Word Work: <b>feast</b>	With assistance, <b>categorize and organize information</b> about the environment, clothing, food, and shelter of the Wampanoag
Lesson 6: The Lenape, The People of the Seasons	WPS, <b>compare and contrast</b> the Lenape environment, clothing, food, and shelter with that of the Lakota Sioux and the Wampanoag	<b>Provide additional detail to descriptions</b> of crops harvested by the Lenape by adding drawings to the descriptions Prior to listening to “The Lenape, The People of the Seasons,” identify orally what they know and have learned about other Native American tribes	Word Work: <b>harvested</b>	Use a combination of drawing, dictating, and writing to present information about the crops harvested by the Lenape With assistance, <b>categorize and organize information</b> about the environment, clothing, food, and shelter of the Lenape

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: A Native American Alphabet	<p>WPS, describe the <b>connection</b> between types of Native American dwellings</p> <p>WPS, describe an <b>illustration</b> of a Navajo hogan house and use pictures accompanying “A Native American Alphabet” to check and support understanding of the read-aloud</p> <p>WPS, compare and <b>contrast</b> five types of homes in which Native Americans lived</p>	<p>Provide additional detail to <b>descriptions</b> of Native American culture by adding drawings to descriptions</p>	<p>Word Work: <b>moccasins</b></p>	<p>Present information about Native American culture by drawing pictures of items described in the read-aloud</p>
Lesson 8: Native Americans Today	<p>WPS, describe the <b>connection</b> between the culture of Native American tribes from thousands of years ago and Native Americans in the United States today</p> <p>Evaluate and select read-alouds on the basis of personal choice for rereading</p>	<p>Prior to listening to “Native Americans Today,” identify orally what they know and have learned about Native American tribes</p>	<p>Identify new meanings for the word <i>wear</i> and apply them accurately</p> <p>Word Work: <b>traditions</b></p> <p>Multiple Meaning Word Activity: <b>wear</b></p>	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Kings and Queens

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

*In the Kings and Queens domain, students will listen to read-alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. Many of the fictional rhymes, poems, and stories in this domain are classic, well-loved tales, including King Midas and the Golden Touch, The Princess and the Pea, Cinderella, and Snow White and the Seven Dwarfs.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>		<p><i>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p>	<p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p>	
<b>Lesson 1: What Are Kings and Queens?</b>	<p>Recall facts from "What Are Kings and Queens?" and accurately <b>answer questions such as who, what, where, and when</b>, WPS</p> <p>Interpret information to answer questions and express opinions about "What Are Kings and Queens?," WPS</p> <p>WPS, define and use new words, such as <i>royal</i>, from the read-aloud and the discussion about "What Are Kings and Queens?"</p> <p>WPS, <b>describe an illustration</b> of King Richard II in "What are Kings and Queens?," using the illustration to <b>check and support comprehension</b> of</p>	<p><b>Create a drawing with sufficient detail</b> of a king or queen with their royal belongings</p> <p>Prior to listening to "What Are Kings and Queens?," identify orally what they already know about kings and queens</p> <p>Listen to a variety of texts, including nonfiction/informational text such as "What Are Kings and Queens?"</p>	<p>Identify multiple meanings of <i>rule</i> and use them in appropriate contexts</p> <p>Word Work: <b>royal</b></p> <p>Multiple Meaning Word Activity: <b>rules</b></p>	<p>Create a drawing of a king or queen using information from the read-aloud "What Are Kings and Queens?"</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: The Royal Family	<p>the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “What Are Kings and Queens?”</p>			
	<p><b>Recall facts</b> from “The Royal Family” and accurately <b>answer questions such as who, what, where, and when</b>, WPS</p> <p><b>Interpret information to answer questions and express opinions</b> about “The Royal Family,” and <b>identify a cause/effect relationship in the read-aloud</b>, WPS</p> <p>WPS, <b>discuss personal responses to family life and connect those to the life of a royal family</b></p> <p>WPS, define and use new words, such as <i>advantages</i>, from the read-aloud and the discussion about “The Royal Family”</p> <p>WPS, <b>describe an illustration</b> of a royal wedding in “The Royal Family,” using the illustration <b>to check and support comprehension of the read-aloud</b></p> <p>WPS, identify the reasons the author gives to support the point that there are advantages to being part of a royal family</p> <p>Actively engage in the nonfiction/informational read-aloud “The Royal Family”</p>	<p>Create a drawing with sufficient detail of the members of a royal Family</p> <p>Prior to listening to “The Royal Family,” identify orally what they know and have learned about the word <i>royal</i></p> <p>Listen to a variety of texts, including nonfiction/informational text such as “The Royal Family”</p>	<p>Demonstrate understanding of the noun advantage by relating it to its opposite, <i>disadvantage</i></p> <p>Word Work: <b>advantages</b></p>	<p>Draw a picture of a royal family that illustrates the information from “The Royal Family”</p> <p>With assistance, categorize and organize facts and information about the royal family</p>
Lesson 3: King Midas and the Golden Touch	<p><b>Recall facts</b> from “King Midas and the Golden Touch” and accurately <b>answer questions such as who, what, where, and when</b>, WPS</p> <p><b>Interpret information to answer questions and express opinions</b> about</p>	<p>Prior to listening to “King Midas and the Golden Touch,” identify orally what they know and have learned about Greece</p>	<p>Word Work: <b>treasures</b></p>	

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p>"King Midas and the Golden Touch," and <b>identify a cause/effect relationship in the story</b>, WPS</p> <p>WPS, <b>sequence four to six pictures illustrating events in the story</b> "King Midas and the Golden Touch"</p> <p><b>Identify characters and major events</b> in "King Midas and the Golden Touch"</p> <p>WPS, <b>define and use new words</b>, such as <i>treasures</i>, from the read-aloud and the discussion about "King Midas and the Golden Touch"</p> <p>Listen to a variety of texts, including fictional stories such as "King Midas and the Golden Touch"</p> <p>WPS, <b>describe an illustration</b> of King Midas and Marygold looking at the sunset in "King Midas and the Golden Touch," using the illustration to <b>check and support comprehension of the read-aloud</b></p> <p>Actively engage in the fictional read-aloud "King Midas and the Golden Touch"</p> <p>Explain that "King Midas and the Golden Touch" has realistic elements because there could have been a king who lived in Greece who had a daughter and gold, but it is also has fantasy elements because people can't really turn something to gold by touching it, magically appear or disappear, or grant someone the Golden Touch</p>			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Old King Cole	<p>Recall facts from “Old King Cole” and accurately answer questions such as <i>who</i>, <i>what</i>, <i>where</i>, and <i>when</i>, WPS</p> <p>Interpret information to make judgments, answer questions, and express opinions about “Old King Cole,” and identify a cause/effect relationship in the nursery rhyme, WPS</p> <p>WPS, identify and describe characters in “Old King Cole”</p> <p>WPS, define and use new words, such as <i>merry</i>, from the read-aloud and the discussion about “Old King Cole”</p> <p>Listen to a variety of texts, including nursery rhymes such as “Old King Cole”</p> <p>WPS, describe the role of an author and illustrator</p> <p>WPS, describe an illustration of Old King Cole in “Old King Cole,” using the illustration to check and support comprehension of the read-aloud</p> <p>Actively engage in the fictional read-aloud “Old King Cole”</p> <p>Evaluate and select stories, poems, and read-alouds on the basis of personal choice for rereading</p>	<p>Prior to listening to “Old King Cole,” identify orally what they know and have learned about kings and queens</p>	<p>Demonstrate understanding of the adjective <i>merry</i> by relating it to its opposite, <i>sad</i></p> <p>Word Work: <i>merry</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: Sing a Song of Sixpence	<p>Recall facts from “Sing a Song of Sixpence” and <b>accurately answer questions such as <i>who</i>, <i>what</i>, <i>where</i>, and <i>when</i></b>, WPS</p> <p><b>Interpret information to answer questions and express opinions</b> about “Sing a Song of Sixpence,” and <b>identify a cause/effect relationship in the nursery rhyme</b>, WPS</p> <p>WPS, <b>identify and describe characters and major events</b> in “Sing a Song of Sixpence”</p> <p>WPS, define and use new words, such as <i>dainty</i>, from the read-aloud and the discussion about “Sing a Song of Sixpence”</p> <p>Listen to a variety of texts, including nursery rhymes such as “Sing a Song of Sixpence”</p> <p>WPS, <b>describe an illustration</b> of the king counting money and the queen eating bread and honey in “Sing a Song of Sixpence,” using the illustration to <b>check and support comprehension of the read-aloud</b></p> <p>Actively engage in the fictional read-aloud “Sing a Song of Sixpence”</p> <p>Evaluate and select stories, poems, and read-alouds on the basis of personal choice for rereading</p> <p><i>Pausing Point</i></p>	<p>Prior to listening to “Sing a Song of Sixpence,” identify orally what they know and have learned about kings, England, and the nursery rhyme “Old King Cole”</p>	<p>Word Work: <i>dainty</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: The Princess and the Pea	<p>Recall facts from “The Princess and the Pea” and accurately <b>answer questions</b> such as <i>who, what, where, and when</i>, WPS</p> <p>Interpret information to <b>answer questions</b> and <b>express opinions</b> about “The Princess and the Pea” and <b>identify a cause/effect relationship</b> in the fairy tale, WPS</p> <p>WPS, describe the <b>characters, setting, and plot</b> for “The Princess and the Pea”</p> <p>WPS, define and use new words, such as graceful, from the read-aloud and the discussion about “The Princess and the Pea”</p> <p>Listen to a variety of texts, including fictional stories such as “The Princess and the Pea”</p> <p>Recall facts from “The Princess and the Pea” and accurately <b>answer questions</b> such as <i>who, what, where, and when</i>, WPS</p> <p>Interpret information to <b>answer questions</b> and <b>express opinions</b> about “The Princess and the Pea” and <b>identify a cause/effect relationship</b> in the fairy tale, WPS</p> <p>WPS, describe the <b>characters, setting, and plot</b> for “The Princess and the Pea”</p> <p>WPS, define and use new words, such as graceful, from the read-aloud and the discussion about “The Princess and the Pea”</p>	Listen to a variety of texts, including fictional stories such as “The Princess and the Pea”	Word Work: graceful	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Cinderella	<p>Recall facts from “Cinderella” and accurately <b>answer questions</b> such as <i>who</i>, <i>what</i>, <i>where</i>, and <i>when</i>, WPS</p> <p><b>Interpret information to answer questions</b> about “Cinderella,” and recognize a <b>cause/effect relationship in the fairy tale</b>, WPS</p> <p>WPS, <b>sequence</b> six pictures illustrating <b>events</b> in the fairy tale “Cinderella”</p> <p>WPS, <b>describe the characters, setting, and plot</b> of “Cinderella”</p> <p>WPS, define and use new words, such as <i>tattered</i>, from the read-aloud and the discussion about “Cinderella”</p> <p>Listen to a variety of texts, including fictional stories such as Cinderella”</p> <p>WPS, <b>describe an illustration</b> of the coach in “Cinderella,” using the illustration to <b>check and support comprehension of the read-aloud</b></p> <p>Actively engage in the fiction read-aloud “Cinderella”</p> <p>Explain that “Cinderella” has realistic elements, such as going to a ball and being treated unfairly, but it also has fantasy elements, such as magic and a fairy godmother</p> <p><b>Discuss personal responses to being treated unfairly and connect those to the way Cinderella was treated</b></p>		<p>Identify multiple meanings of <i>ball</i> and use them in appropriate contexts</p> <p>Word Work: <b>tattered</b></p> <p>Multiple Meaning Word Activity: <b>ball</b></p>	
Lesson 8: Snow White and the Seven Dwarfs	<p>Recall facts from “Snow White and the Seven Dwarfs” and accurately <b>answer questions</b> such as <i>who</i>, <i>what</i>, <i>where</i>, and <i>when</i>, WPS</p> <p><b>Interpret information to</b></p>		<p>Word Work: <b>stomped</b></p>	

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p>answer questions, make judgments, and express opinions about “Snow White and the Seven Dwarfs,” and identify a cause/effect relationship in the fairy tale, WPS</p> <p>WPS, sequence six pictures illustrating events in the fairy tale “Snow White and the Seven Dwarfs”</p> <p>WPS, describe the characters, setting, and plot for “Snow White and the Seven Dwarfs”</p> <p>WPS, define and use new words, such as stomped, from the read-aloud and the discussion about “Snow White and the Seven Dwarfs”</p> <p>Listen to a variety of texts, including fictional stories such as “Snow White and the Seven Dwarfs”</p> <p>WPS, describe illustrations of the dwarfs’ cottage, and the queen and the magic mirror, in “Snow White and the Seven Dwarfs,” using the illustrations to check and support comprehension of the read-aloud</p> <p>Actively engage in the fiction read-aloud “Snow White and the Seven Dwarfs”</p> <p>Explain that “Snow White and the Seven Dwarfs” could be realistic text because there could really bdbbe be a girl named Snow Whitebe a girl named Snow White, but it is fantasy because mirrors don’t really talk</p>			
<i>Domain Review</i>			
<i>Domain Assessment</i>			
<i>Culminating Activities</i>			

## Seasons and Weather

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

*This domain will introduce students to the concept of weather. Students will learn that different regions of Earth experience different characteristic weather patterns throughout the year. They will also learn that we can think about a year and the related weather patterns in terms of four seasons: winter, spring, summer, and autumn. Students will also learn why knowing about the weather is important, and how weather affects our day-to-day lives and activities.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>		<p><i>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p>	<p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p>	
Lesson 1: What's the Weather Like?	<p>WPS, recall facts from "What's the Weather Like?" and <b>accurately answer questions such as <i>who, what, where, and when</i></b></p> <p>WPS, <b>interpret information to answer questions</b> and express opinions about "What's the Weather Like?"</p> <p>WPS, define and use new words, such as <i>characteristics</i>, from the read-aloud and the discussion about "What's the Weather Like?"</p> <p>WPS, <b>describe an image</b> of Annie writing a letter in "What's the Weather Like?," using the <b>image to check and support comprehension</b> of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-</p>	<p>Create a drawing with sufficient detail of today's weather</p> <p>Listen to a variety of texts, including informational narratives such as "What's the Weather Like?"</p>	<p>Identify multiple meanings of <i>seasons</i> and use them in appropriate contexts</p> <p>Word Work: <b>characteristics</b></p> <p>Multiple Meaning Word Activity: <b>seasons</b></p>	<p>Draw a picture of the weather outside</p> <p>Participate in a class research project by creating a daily weather diary</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: Winter	<p>aloud "What's the Weather Like?"</p> <p>WPS, recall facts from "Winter" and accurately answer questions such as <i>who, what, where, and when</i></p> <p>WPS, interpret information to answer questions and express opinions about "Winter"</p> <p>WPS, identify the main topic and retell key details from "Winter"</p> <p>WPS, define and use new words, such as <i>frigid</i>, from the read-aloud and the discussion about "Winter"</p> <p>WPS, describe an illustration of a thermometer in "Winter," using the illustration to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud "Winter"</p> <p>Discuss personal responses to what they wear for winter and what their favorite wintertime activity/holiday is and connect to the information in the read-aloud</p>	<p>Create a drawing with sufficient detail of the season of winter</p> <p>Listen to a variety of texts, including informational narratives such as "Winter"</p> <p>Prior to listening to "Winter," identify orally what they know about the four seasons, what they have learned about winter, and how winter is different from the other seasons</p>	<p>Demonstrate understanding of the adjective <i>frigid</i> by relating it to its opposite, <i>very hot</i></p> <p>Word Work: <b>frigid</b></p>	<p>Actively engage in the nonfiction/informational read-aloud "Winter"</p> <p>As a group, create a chart to discuss the unique characteristics of each season</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: Spring	<p>WPS, recall facts from "Spring" and accurately answer questions such as <i>who, what, where, and when</i></p> <p>WPS, interpret information to answer questions and express opinions about "Spring," including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, identify the main topic and retell key details from "Spring"</p> <p>WPS, define and use new words, such as <i>gradually</i>, from the read-aloud and the discussion about "Spring"</p> <p>WPS, describe an illustration of the cherry blossoms in Washington, D.C., in "Spring," using the illustration to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud "Spring"</p>	<p>Create a drawing with sufficient detail of the four seasons</p> <p>Listen to a variety of texts, including informational narratives such as "Spring"</p>	<p>Demonstrate understanding of the adverb <i>gradually</i> by relating it to its opposite, <i>quickly</i></p> <p>Explain the meaning of "April showers bring May flowers" and use in appropriate contexts</p> <p>Word Work: <b>gradually</b></p>	<p>Draw a picture of a spring scene showing the seasonably appropriate colors, plants, and animals described in the read-aloud "Spring"</p> <p>As a group, create a seasons comparison chart to discuss the unique characteristics of each season</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Summer	<p>WPS, recall facts from "Summer" and accurately answer questions such as <i>who, what, where, and when</i></p> <p>WPS, interpret information to answer questions and express opinions about "Summer," including answering <i>why</i> questions that require recognizing cause/effect relationships</p> <p>WPS, identify the main topic and retell key details from "Summer"</p> <p>WPS, define and use new words, such as <i>distinct</i>, from the read-aloud and the discussion about "Summer"</p> <p>WPS, describe images of thermometers in "Summer," using the images to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud "Summer"</p>	<p>Create a drawing with sufficient detail of the season of summer</p> <p>Listen to a variety of texts, including informational narratives such as "Summer"</p> <p>Prior to listening to "Summer," identify orally what they know about the four seasons and how summer is different from the other seasons</p>	<p>Word Work: <b>distinct</b></p>	<p>Draw a picture of a summer scene showing the seasonally appropriate colors, plants, and animals described in the read-aloud "Summer"</p> <p>As a group, create a chart to discuss the unique characteristics of each season</p>
Lesson 5: Autumn	<p>WPS, recall facts from "Autumn" and accurately answer questions such as <i>who, what, where, and when</i></p> <p>WPS, identify the main topic and retell key details from "Autumn"</p> <p>WPS, define and use new words, such as <i>progresses</i>, from the read-aloud and the discussion about "Autumn"</p> <p>WPS, describe an illustration of Annie dressed for autumn in "Autumn," using the illustration to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud "Autumn"</p>	<p>Create a drawing with sufficient detail of the season of autumn</p> <p>Listen to a variety of texts, including informational narratives such as "Autumn"</p>	<p>Identify multiple meanings of <i>fall</i> and use them in appropriate contexts</p> <p>Word Work: <b>progresses</b></p> <p>Multiple Meaning Word Activity: <b>fall</b></p>	<p>Draw a picture of an autumn scene showing the seasonally appropriate color, plants, and animals described in the read-aloud "Autumn"</p> <p>As a group, create a chart to discuss unique characteristics of each season</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>Pausing Point</i>			
Lesson 6: The Grasshopper and the Ants	<p>WPS, recall facts from “The Grasshopper and the Ants” and accurately <b>answer questions such as <i>who, what, where, and when</i></b></p> <p>WPS, <b>interpret information to answer questions and make judgments</b> about “The Grasshopper and the Ants,” including <b>answering <i>why</i> questions that require recognizing cause/effect relationships</b></p> <p>WPS, define and use new words, such as <i>last</i>, from the read-aloud and the discussion about “The Grasshopper and the Ants”</p> <p>Listen to a variety of texts, including stories such as the fable “The Grasshopper and the Ants”</p> <p>WPS, <b>describe an illustration</b> of a grasshopper and ants in “The Grasshopper and the Ants,” using the illustration to <b>check and support comprehension of the read-aloud</b></p> <p>Actively engage in the fiction read-aloud “The Grasshopper and the Ants”</p> <p>While listening to “The Grasshopper and the Ants,” orally explain why the ants didn’t pay attention to the grasshopper in the summer and why the grasshopper knocked on the ants’ door in the winter, based on text heard thus far</p> <p>Explain that “The Grasshopper and the Ants” is fantasy because animals cannot really talk, sing, and dance like people</p>		Word Work: last	Add pictures to a cycle chart about the seasons based on multiple step oral directions

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Safety in Storms	<p>WPS, recall facts from “Safety in Storms” and accurately <b>answer questions such as <i>who, what, where, and when</i></b></p> <p>WPS, <b>interpret information to answer questions</b> about “Safety in Storms,” including <b>answering why questions that require recognizing cause/effect relationships</b></p> <p>WPS, define and use new words, such as <i>severe</i>, from the read-aloud and the discussion about “Safety in Storms”</p> <p>WPS, <b>describe an image</b> of storm clouds in “Safety in Storms,” using the image to <b>check and support comprehension</b> of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “Safety in Storms”</p>	<p>Listen to a variety of texts, including informational narratives such as “Safety in Storms”</p>	<p>Demonstrate understanding of the adjective <i>severe</i> by relating it to its opposite, <i>gentle</i></p> <p>Word Work: <i>severe</i></p>	<p>Draw a picture of what someone should do during bad weather and state simple safety directions to a partner</p> <p>Draw a picture of what someone should do during bad weather and state simple safety directions to a partner</p>
Lesson 8: Meteorology	<p>WPS, recall facts from “Meteorology” and accurately <b>answer questions such as <i>who, what, where, and when</i></b></p> <p>WPS, <b>interpret information to answer questions</b> about “Meteorology,” including <b>answering why questions that require recognizing cause/effect relationships</b></p> <p>WPS, define and use new words, such as <i>warning</i>, from the read-aloud and the discussion about “Meteorology”</p> <p>WPS, <b>describe an illustration</b> of a family outdoors in “Meteorology,” using the illustration to <b>check and support comprehension</b> of the read-aloud</p> <p>Actively engage in the</p>	<p>Create a drawing with sufficient detail of today’s weather</p> <p>Listen to a variety of texts, including informational narratives such as “Meteorology”</p> <p>Discuss personal responses to ways weather is important to their daily lives, such as when planning outdoor activities and wearing appropriate clothing</p>	<p>Word Work: <b>warning</b></p>	<p>Draw a picture of the weather outside</p> <p>Participate in a class research project by creating a daily weather diary</p>

Text Analysis for  
Close Reading /  
Comprehension

Speaking & Listening

Language & Vocabulary

Writing

nonfiction/informational read-  
aloud "Meteorology"

*Domain Review*

*Domain Assessment*

*Culminating Activities*

## Columbus and the Pilgrims

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

*This domain will introduce students to the first voyage of Columbus, and the voyage of the Pilgrims some 128 years later. The read-alouds stress the similarities between the voyages of Columbus and the Pilgrims and how they both led to interactions between Europeans and Native Americans. This domain also reinforces basic geography concepts, including the locations of the different continents as well as cardinal directions.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	<p>WPS, ask and answer questions (e.g., who, what, where, when) 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>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</p> <p>Actively engage in nonfiction/informational read-alouds</p>	<p>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Answer questions orally in complete sentences</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Spice Seekers	<p>WPS, describe the <b>connection</b> between the desire of Europeans for spices and their travel to Asia</p> <p>WPS, describe an <b>illustration</b> of an Asian market and use pictures accompanying "The Spice Seekers" to <b>check and support understanding</b> of the read-aloud</p> <p>Distinguish "The Spice Seekers" as a read-aloud that describes events that happened long ago and not one that describes contemporary or current events</p>	Retell important facts and information from "The Spice Seekers"	Word Work: <b>journey</b>	With assistance, categorize and organize facts and information from "The Spice Seekers" to answer questions about the connection between the desire of Europeans for spices and the search for alternate routes to Asia
Lesson 2: Ferdinand and Isabella	<p>WPS, describe an <b>illustration</b> of Columbus, King Ferdinand, and Queen Isabella and use the pictures accompanying "Ferdinand and Isabella" to <b>check and support understanding</b> of the read-aloud</p> <p>Distinguish "Ferdinand and Isabella" as a read-aloud that describes <b>events</b> that happened long ago and not one that describes contemporary or current events</p>	<p><b>Add drawings to descriptions</b> of Columbus to <b>provide additional detail</b></p> <p>Prior to listening to "Ferdinand and Isabella," identify what they know and have learned about why Europeans wanted to travel to Asia and why they needed to find a new route</p>	<p>Demonstrate understanding of the adjective <i>victorious</i> by relating it to its opposite, <i>defeated</i></p> <p>Word Work: <b>victorious</b></p>	Use a combination of drawing, dictating, and writing to present information from "Ferdinand and Isabella" about Columbus and provide some detail about the topic
Lesson 3: 1492	<p>WPS, describe the <b>connection</b> between various signs, such as seaweed and birds, and Columbus's proximity to land</p> <p>WPS, describe an <b>illustration</b> of the <i>Niña</i>, the <i>Pinta</i>, and the <i>Santa María</i> and use pictures accompanying "1492" to <b>check and support understanding</b> of the read-aloud</p>	<p>Ask questions to clarify directions pertaining to a student extension activity</p> <p><b>Add drawings</b> to a KWL journal about Columbus's voyage to <b>provide additional detail</b></p> <p>Prior to listening to "1492," identify what they know and have learned about why Europeans traveled to Asia and needed to find a new route and why Columbus proposed this new route</p>	Word Work: <b>shore</b>	Use a combination of drawing, dictating, and writing to present information from "1492" about Columbus and provide some detail about the topic

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Not the Indies	<p>WPS, describe the <b>connection</b> between what Columbus called the native people he found on the island and the land on which he thought he landed</p> <p>WPS, describe an <b>illustration</b> of native people watching Columbus and use pictures accompanying "Not the Indies" to <b>check and support understanding</b> of the read-aloud</p>	<p>Prior to listening to "Not the Indies," identify what they know and have learned about Columbus and his voyage</p>	<p>Identify new meanings for the word <i>chest</i> and apply them accurately</p> <p>Word Work: <b>courage</b></p> <p>Multiple Meaning Word Activity: <b>chest</b></p>	
Lesson 5: Further Adventures of Christopher Columbus	<p>WPS, identify the reasons <b>the author</b> of the read-aloud <b>gives to support the statement</b> that the king and queen were upset with Columbus</p> <p><b>Make predictions</b> prior to "Further Adventures of Christopher Columbus," and then compare the actual outcomes to predictions</p>	<p><b>Add drawings</b> to a KWL journal about Columbus to <b>provide additional detail</b></p> <p>Prior to listening to "Further Adventures of Christopher Columbus," identify what they know and have learned about Columbus and his voyage</p>	<p>Word Work: <b>ashamed</b></p>	<p>Use a combination of drawing, dictating, and writing to present information from "Further Adventures of Christopher Columbus" about Columbus and provide some detail about the topic</p>
	<i>Pausing Point</i>			
Lesson 6: Colonies in Native American Lands	<p>WPS, describe the <b>connection</b> between the Separatists' dissatisfaction with King James and their pilgrimage to the New World</p> <p>WPS, describe an <b>illustration</b> of British ships heading to establish the Jamestown settlement and use pictures accompanying "Colonies in Native American Lands" to <b>check and support understanding</b> of the read-aloud</p> <p>Prior to listening to "Colonies in Native American Lands," identify what they know and have learned about Columbus's voyages</p>	<p><b>Add drawings</b> or other visual displays to descriptions as desired to <b>provide additional detail</b> to a timeline of the events pertaining to Columbus and the Pilgrims</p> <p>Prior to listening to "Colonies in Native American Lands," identify what they know and have learned about Columbus's voyages</p>	<p>Word Work: <b>disappointed</b></p>	<p>With assistance, <b>categorize and organize facts</b> about Columbus and the Pilgrims into a timeline to answer questions</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: The Voyage of the Mayflower		<p><b>Add drawings</b> to descriptions of what life in America will be like for the Pilgrims <b>to provide additional detail</b></p> <p>Prior to listening to “The Voyage of the <i>Mayflower</i>,” identify what they know and have learned about the Separatists</p>	<p>Ask questions beginning with the word <i>what</i> about ships</p> <p>Word Work: <b>glory</b></p>	<p>Use a combination of drawing, dictating, or writing to present information learned in “The Voyage of the <i>Mayflower</i>”</p>
Lesson 8: The Wampanoag	<p>WPS, <b>identify the main topic</b> of “The Wampanoag” as the first interaction between the Pilgrims and the Wampanoag</p> <p><b>Make predictions</b> prior to listening to “The Wampanoag” and then <b>compare the actual outcomes to predictions</b></p>	<p>Prior to listening to “The Wampanoag,” identify what they know and have learned about the Pilgrims</p>	<p>Identify new meanings for the word <i>log</i> any apply them accurately</p> <p>Demonstrate understanding of the adjective <i>fascinated</i> by relating it to its opposite, <i>bored</i></p> <p>Word Work: <b>fascinated</b></p> <p>Multiple Meaning Word Activity: <b>log</b></p>	
Lesson 9: Thanksgiving	<p>WPS, <b>describe an illustration</b> of the First Thanksgiving and use pictures accompanying “Thanksgiving” <b>to check and support understanding</b> of the read-aloud</p>	<p>Prior to listening to “Thanksgiving,” identify what they know and have learned that may be related to the specific story or topic to be read aloud</p> <p>Retell important facts and information from “Thanksgiving”</p>	<p>Word Work: <b>celebration</b></p>	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Colonial Towns and Townspeople

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

*This domain will continue students' journey as they learn more about the early history of our country. Students already know that the Pilgrims came to America from England, seeking religious freedom from read-alouds in Columbus and the Pilgrims domains. The setting for Colonial Towns and Townspeople is more than 150 years later, after the colonies had been firmly established. These read-alouds will acquaint students with what daily life was like for the people who lived during these times, and how very different it was from students' own present-day experiences. This background knowledge will help set the stage for an in-depth understanding in later grades of specific historical events that also took place during colonial times. During these years, America evolved from a small group of dependent British colonies to a growing, independent nation.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>WPS, ask and answer questions (e.g., who, what, where, when) 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>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</i></p> <p><i>WPS describe illustrations from a nonfiction/informational read-aloud</i></p> <p><i>Actively engage in nonfiction/informational read-alouds</i></p>	<p><i>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p>	<p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Country Family	<p>WPS, <b>compare and contrast</b> ways life today is different from early American farm life, by creating a Venn diagram as a group</p> <p>Distinguish current events from events that happened long ago by identifying that “The Country Family” took place a long time ago because they didn’t have electricity or running water or machines, and they made everything themselves</p> <p>Discuss <b>personal responses</b> to having chores at home, and to shopping for clothes and food, and <b>connect</b> those to the chores and shops in colonial times</p>		Word Work: <b>country</b>	<p>Use a combination of drawing, dictating, and writing to present information about colonial towns</p> <p>With assistance, categorize and organize facts and information comparing colonial life to life today using a Venn diagram</p>
Lesson 2: A Trip to Town	<p>Discuss the connection between the baker’s shop in “A Trip to Town” and how the family in the previous read-aloud, “The Country Family,” made bread</p> <p>WPS, describe the role of an author and illustrator of a trade book</p> <p>Orally <b>compare and contrast</b> jobs today and jobs in colonial towns; orally compare and contrast a trip to town during colonial times and a trip to town today</p> <p>Distinguish the read-aloud “A Trip to Town,” which describes events that happened long ago, from one that describes contemporary or current events</p>		<p>Identify new meanings for familiar words, such as <i>trade</i>, and apply them accurately</p> <p>Demonstrate understanding of frequently occurring verbs and adjectives, such as <i>everyday</i> and <i>rare</i>, by relating them to their opposites (antonyms)</p> <p>Word Work: <b>everyday</b> and <b>rare</b></p> <p>Multiple Meaning Word Activity: <b>trade</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 3:</b> The Bread Makers: Millers and Bakers	<p>WPS, <b>identify the main topic and retell key details</b> from “The Bread Makers: Millers and Bakers”</p> <p>Distinguish the read-aloud “The Bread Makers: Millers and Bakers,” which describes events that happened long ago, from one that describes contemporary or current events</p> <p>While listening to “The Bread Makers: Millers and Bakers,” orally <b>predict</b> what will happen in the read-aloud based on text heard thus far, and then <b>compare the actual outcome to the prediction</b></p>	Describe familiar things, such as bread and, WPS, provide additional detail	Word Work: <b>customers</b>	<p>Retell important facts and information from the read-aloud “The Bread Makers: Millers and Bakers” by organizing pictures of the three tradespeople who helped make bread (the farmer, the miller, and the baker) in the proper sequence</p> <p>Use pictures from “The Breadmakers: Millers and Bakers” to tell about the events in the read-aloud in the proper sequence of first, next, and last</p> <p>Retell the steps for making bread, including the tradespeople, and first, next, and last steps in proper sequence by sequencing four to six pictures illustrating events in the read-aloud “The Bread Makers: Millers and Bankers”</p> <p>With assistance, categorize and organize facts and information comparing colonial tradespeople to modern tradespeople in a Venn diagram</p>
<b>Lesson 4:</b> The Cloth Makers: Spinners and Weavers	<p>WPS, <b>identify the main topic and retell key details</b> from “The Cloth Makers: Spinners and Weavers”</p> <p>Distinguish the read-aloud “The Cloth Makers: Spinners and Weavers,” which describes events that happened long ago, from one that describes contemporary or current events</p>	Describe familiar things, such as clothing and, WPS, provide additional detail	Word Work: <b>garments</b>	With assistance, categorize and organize facts and information about how clothing was made, what it is made of, and how it is made into a Know-Wonder-Learn Chart

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> Dressmakers, Tailors, Hatters, and Cobblers	<p>WPS, discuss the spinners and weavers from the previous read-aloud and connect them to the tradespeople in “Dressmakers, Tailors, Hatters, and Cobblers”</p> <p>WPS, discuss the spinners and weavers from the previous read-aloud and connect them to the tradespeople in “Dressmakers, Tailors, Hatters, and Cobblers”</p> <p>Distinguish the read-aloud “Dressmakers, Tailors, Hatters, and Cobblers,” which describes events that happened long ago, from one that describes contemporary or current events</p> <p><b>Discuss personal experiences</b> shopping today and <b>connect</b> those with shopping for clothes long ago</p>		Word Work: <b>measure</b>	With assistance, categorize and organize facts and information comparing the people who sold clothing long ago to those who sell clothes today in a Venn diagram
<b>Lesson 6:</b> The Elves and the Shoemaker	<p>WPS, use narrative language to describe characters and setting of “The Elves and the Shoemaker”</p> <p>Listen to a variety of texts, including fictional stories such as “The Elves and the Shoemaker”</p> <p>Prior to listening to “The Elves and the Shoemaker,” identify orally the four tradespeople they learned about in “Dressmakers, Tailors, Hatters, and Cobblers” and the garments or accessories they made; connect the cobbler from “Dressmakers, Tailors, Hatters, and Cobblers” to the cobbler in “The Elves and the Shoemaker”</p> <p>Orally <b>compare and contrast</b> people who sell</p>		Word Work: <b>thrilled</b>	As a group create a Venn diagram to show similarities and differences between shopping for clothes now and in colonial times

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p>clothes today and those who sold clothing long ago</p> <p>Distinguish the read-aloud “The Elves and the Shoemaker,” which describes events that happened long ago, from one that describes contemporary or current events</p> <p><b>Discuss personal experiences</b> buying shoes today and <b>connect</b> those with shopping for shoes long ago</p> <p>While listening to “The Elves and the Shoemaker,” orally predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction</p> <p>Explain that “The Elves and The Shoemaker” is a fictional story about a cobbler in contrast to the informational text in the previous lesson</p> <p>Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading</p>			
<p><i>Pausing Point</i></p>			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p><b>Lesson 7:</b> The House Builders: Bricklayers, Masons, and Carpenters</p>	<p>WPS, describe the connection between the tradespeople in the read-aloud who built houses in colonial times</p> <p>Orally <b>compare and contrast</b> the tradespeople in the read-aloud (bricklayers, masons, and carpenters)</p> <p>Distinguish the read-aloud “The House Builders: Bricklayers, Masons, and Carpenters,” which describes events that happened long ago, from one that describes contemporary or current events</p> <p><b>Discuss personal responses</b> to what materials their homes are built with and <b>connect</b> those to the tradespeople in “The House Builders: Bricklayers, Masons, and Carpenters”</p>	<p>Describe familiar objects, such as a board, a hammer, and nails and, WPS, provide additional detail</p>	<p>Explain the meaning of “better safe than sorry” and use in appropriate contexts</p> <p>Word Work: <b>patiently</b></p> <p>Sayings and Phrases: <b>Better Safe Than Sorry</b></p>	<p>With assistance, categorize and organize facts and information from “The House Builders: Bricklayers, Masons, and Carpenters”</p>
<p><b>Lesson 8:</b> The Blacksmith</p>	<p>WPS, discuss the materials used to make homes in Colonial America from the previous read-aloud and connect those to the tradesperson in “The Blacksmith”</p> <p>Orally <b>compare and contrast</b> blacksmiths and other colonial tradespeople</p> <p>Prior to listening to “The Blacksmith,” orally <b>predict</b> what will happen in the read-aloud based on text heard thus far, and then <b>compare the actual outcome to the prediction</b></p>		<p>Ask questions beginning with <i>where</i></p> <p>Identify new meanings for familiar words, such as <i>iron</i>, and apply them accurately</p> <p>Word Work: <b>essential</b></p> <p>Multiple Meaning Word: <b>iron</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Little Gray Pony	<p>WPS, <b>retell</b> the story “The Little Gray Pony,” including the <b>characters, setting, and plot, and events of the story in proper sequence</b> (using narrative words <i>first, next, later, and finally</i>)</p> <p>WPS, <b>identify the characters, setting, and plot</b> in their retelling of the story “The Little Gray Pony”</p> <p>Listen to a variety of texts, including fictional stories such as “The Little Gray Pony”</p>		<p>Demonstrate understanding of frequently occurring verbs and adjectives, such as merry and downcast, by relating them to their opposites (antonyms)</p> <p>Word Work: <b>merry and downcast</b></p>	
Lesson 10: Stone Soup	<p>WPS, dramatize the story “Stone Soup,” including key details</p> <p>WPS, use narrative language <b>to describe the characters, setting, and events</b> from “Stone Soup”</p> <p>Listen to a variety of texts, including fictional stories such as “Stone Soup”</p> <p>Distinguish the read-aloud “Stone Soup,” which describes events that happened long ago, from one that describes contemporary or current events</p> <p>Discuss personal responses to whether they would give food to soldiers who knocked on their door and connect those to the townspeople in the story “Stone Soup”</p> <p>Explain that “Stone Soup” is a fictional story about colonial tradespeople in contrast to the informational text in earlier lessons</p>	<p>Ask questions to clarify directions for Drawing the Read-Aloud</p> <p>Add drawings to descriptions to provide additional detail</p>	<p>Distinguish shades of meaning among verbs describing the same general action, such as <i>march</i>, by acting out meanings</p> <p>Word Work: <b>sympathy</b></p>	<p>Draw a simple shop sign for each colonial tradesperson</p> <p>With guidance and support, add details to strengthen drawing or writing, as needed</p> <p>With assistance, categorize and organize facts and information and draw shop signs that tell what tradespeople do</p>
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Taking Care of the Earth

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

*This domain will introduce students to the importance of being environmentally aware individuals. Students will learn that the best way to conserve Earth's natural resources is to practice the three Rs of conservation—reduce, reuse, and recycle. By studying conservation, students will become familiar with the earth's natural resources and will begin to recognize how people's actions affect the environment in which we live. Students will learn specifically about land, water, and air pollution as well as the water cycle, the journey of trash from its creation to its burial in a landfill, and the steps in the recycling and composting processes. Practical examples of how students can help take care of the earth are included in every lesson.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	<p>WPS, ask and answer questions (e.g., who, what, where, when) 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>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</p> <p>Explain that "Stone Soup" is a fictional story about colonial tradespeople in contrast to the informational text in earlier lessons</p> <p>Actively engage in nonfiction/informational read-alouds</p>	<p>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner's comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Answer questions orally in complete sentences</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
Lesson 1: Introducing the Earth	<p>WPS, describe the three things that make up the earth</p> <p>Explain that "Introducing the Earth" is realistic text because we really do depend on Earth's land, water, and air to survive, but it is fantasy because the earth doesn't have feelings or talk</p>	<p>Prior to listening to "Introducing the Earth," identify orally what they know about Earth and how to take care of the planet</p>	<p>Identify new meanings for familiar words, such as <i>earth</i>, and apply them accurately</p> <p>Word Work: <b>responsibility</b></p> <p>Multiple Meaning Word Activity: <b>earth</b></p>	<p>With assistance, categorize and organize facts and information about what they know, wonder, and would like to learn about taking care of the earth</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> Garbage	<p>WPS, <b>identify the main topic and retell key details</b> from “Garbage”</p> <p>WPS, <b>put image cards</b> of what happens to garbage <b>in the proper sequence</b></p> <p>Prior to listening to “Garbage,” orally <b>predict</b> where garbage goes after it is thrown out, based on text heard thus far, and then <b>compare the actual outcome to the prediction</b></p>	Describe familiar things, such as garbage and, WPS, provide additional detail	<p>Demonstrate understanding of frequently occurring adjectives, such as <i>hazardous</i>, by relating them to their opposites (antonyms)</p> <p>Word Work: <b>hazardous</b></p>	<p>Dictate what happens to garbage in the proper sequence, using the temporal words “first,” “then,” “next,” “later,” and “finally”</p> <p>With assistance, create a KWL chart and use it to answer questions</p>
<b>Lesson 3:</b> Natural Resources	<p>WPS, <b>identify the main topic and retell key details</b> from “Natural Resources”</p>	Prior to listening to “Natural Resources,” identify orally what they have learned about the earth	<p>Demonstrate understanding of frequently occurring verbs, such as <i>conserve</i>, by relating them to their opposites (antonyms)</p> <p>Word Work: <b>conserve</b></p>	
<b>Lesson 4:</b> Reduce, Reuse, Recycle	<p>WPS, orally <b>compare and contrast</b> a picture of a green field and blue sky and a picture of a landfill</p>	<p>Ask questions to clarify directions for Interactive Illustrations following “Reduce, Reuse, and Recycle”</p> <p>Add drawings to descriptions of how to conserve a natural resource to provide additional detail</p> <p>Prior to listening to “Reduce, Reuse, Recycle,” identify orally what they learned about garbage and natural resources</p>	<p>Demonstrate understanding of frequently occurring verbs, such as <i>reduce</i>, by relating them to their opposites (antonyms)</p> <p>Word Work: <b>reduce</b></p>	<p>Create a drawing of a natural resource, naming the topic and providing some details</p> <p>With guidance and support, respond to questions and suggestions from peers and add details to a drawing of a natural resource</p>
<b>Lesson 5:</b> Recycle! Recycle! Recycle!	<p>WPS, <b>identify the main topic and retell key details</b> from “Recycle! Recycle! Recycle!”</p> <p>WPS, describe recycling and what happens at a recycling center in proper sequence</p> <p>WPS, describe the role of an author and illustrator in a nonfiction/informational text</p>	Prior to listening to “Recycle! Recycle! Recycle!,” identify orally what they learned about conserving natural resources	<p>Explain the meaning of “a place for everything and everything in its place” and use in appropriate contexts</p> <p>Word Work: <b>solution</b></p> <p>Sayings and Phrases: <b>A Place for Everything, and Everything in Its Place</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 6:</b> Composting	<p>WPS, <b>identify the main topic and retell key details</b> from “Composting”</p> <p>WPS, describe the steps for composting in the proper sequence</p> <p>Discuss personal responses to whether their family composts and connect that to the family in the read-aloud “Composting”</p> <p>While listening to “Composting,” orally <b>predict</b> where leftover food goes and what happens after a tomato is picked, based on text heard thus far, and then <b>compare the actual outcome to the prediction</b></p>		Word Work: <b>compost</b>	<p>Recount the steps for composting in the proper sequence, including what items can and cannot be composted</p> <p>WPS, sort items based on information from the read-aloud “Composting”</p>
	<i>Pausing Point</i>			
<b>Lesson 7:</b> Pollution	<p>WPS, <b>identify the main topic and retell key details</b> from “Pollution”</p> <p>WPS, describe the three types of pollution from the read-aloud</p> <p>WPS, orally <b>compare and contrast</b> pictures of a clean beach and a dirty beach</p>	Prior to listening to “Pollution,” identify orally what they learned about taking care of the earth	<p>Identify new meanings for familiar words, such as <i>litter</i>, and apply them accurately</p> <p>Word Work: <b>toxic</b></p> <p>Multiple Meaning Word Activity: <b>litter</b></p>	With assistance, update facts and information about what they know, wonder, and would like to learn about taking care of the earth
<b>Lesson 8:</b> Air Pollution	<p>WPS, <b>identify the main topic and retell key details</b> from “Air Pollution”</p> <p>WPS, describe the role of illustrator in a nonfiction/informational text</p>		<p>Demonstrate understanding of frequently occurring prepositions, such as <i>in</i> and <i>out</i>, and over and <i>under</i></p> <p>Word Work: <b>harmed</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: Willy the Water Drop	<p>WPS, describe the role of an author and illustrator in a nonfiction/informational text</p> <p>Orally <b>compare and contrast</b> fresh water, salt water, and wastewater</p> <p>While listening to “Willy the Water Drop,” orally <b>predict</b> what comes out of the wastewater pipe, based on text heard thus far, and then <b>compare the actual outcome to the prediction</b></p> <p>Explain that “Willy the Water Drop” is realistic text because water drops really go on a journey, but it is fantasy because they don’t really have feelings or talk</p> <p>Evaluate and select read-alouds or poems on the basis of personal choice for rereading</p>		Word Work: <b>supply</b>	
Lesson 10: Goodbye from Good Old Earth			Word Work: <b>effort</b>	<p>Use a combination of drawing, dictating, and writing to present information from “Goodbye from Good Old Earth,” including the topic and key details</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish a class book, “Reduce, Reuse, Recycle”</p> <p>Participate in shared research and writing project to create a class book, “Reduce, Reuse, Recycle”</p> <p>With assistance, update facts and information in a chart about what they learned about taking care of the earth and use it to answer questions</p>
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Presidents and American Symbols

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

*This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols, including the American flag, the Statue of Liberty, the White House, and Mount Rushmore. Students begin by hearing about the branches of the government, what a president is, what a president does, and how a person becomes president. Students should have learned about monarchies in the Kings and Queens domain prior to this domain, providing useful background knowledge on forms of government. By the end of this domain, students will be able to make a comparison between a king and a president.*

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
These objectives are consistently addressed throughout the domain	<p>WPS, ask and answer questions (e.g., who, what, where, when) 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>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</p> <p>Actively engage in nonfiction/informational read-alouds</p>	<p>Use agreed-upon rules for group discussions, 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 four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p>	<p>Use frequently occurring nouns and verbs in oral language</p> <p>Answer questions orally in complete sentences</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p>	
Lesson 1: The Home of the President: Washington, D.C.	<p>WPS, explain the connection among the president, Congress, and the Supreme Court</p> <p>WPS, compare and contrast kings and presidents</p>		<p>Explain the meaning of “a dog is man’s best friend” and use in appropriate contexts</p> <p>Word Work: <b>liberties</b></p> <p>Sayings and Phrases: <b>A Dog Is Man’s Best Friend</b></p>	<p>With assistance, categorize and organize facts and information from “The Home of the President: Washington, D.C.” to answer questions about kings and presidents</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: A Dishonest Story About an Honest Man	<p>Listen to, understand, and recognize a variety of texts, including legends such as “A Dishonest Story About an Honest Man”</p> <p>WPS, <b>describe an illustration</b> of George Washington and use pictures accompanying “A Dishonest Story About an Honest Man” to check and support understanding of the read-aloud</p> <p>Distinguish the legend of George Washington and the cherry tree as fantasy and not a true story</p> <p>Retell important facts and information from “A Dishonest Story About an Honest Man”</p>		<p>Demonstrate understanding of the verb <i>respect</i> by relating it to its opposite, <i>disrespect</i></p> <p>Word Work: <b>respect</b></p>	<p>Use a combination of drawing, dictating, and writing to retell the legend of George Washington and the cherry tree</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish a retelling of the legend of George Washington and the cherry tree</p>
Lesson 3: A Clever General	<p>WPS, describe the connections between George Washington and Henry Knox</p> <p>Evaluate and select read-alouds on the basis of personal choice for rereading</p> <p>Distinguish “A Clever General” as a read-aloud that describes events that happened long ago from those that describe contemporary or current events</p> <p><b>Sequence pictures</b> illustrating events from the life of George Washington</p>		<p>Use language to express temporal relationships (<i>first, next, last</i>)</p> <p>Word Work: <b>clever</b></p>	<p>With assistance, categorize and organize facts and information about George Washington into a timeline depicting significant points in his life</p>
Lesson 4: George Washington	<p>WPS, describe the connections between George Washington and Henry Knox</p> <p>Evaluate and select read-alouds on the basis of personal choice or rereading</p> <p>Distinguish “A Clever General” as a read-aloud that describes events that happened long ago from those that describe contemporary events</p>		<p>Word Work: <b>clever</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 5:</b> Thomas Jefferson	WPS, describe the role of an author WPS, identify the reasons Thomas Jefferson gives to support his view that the colonists needed to start a new country WPS, <b>compare and contrast</b> Thomas Jefferson and John Adams		Identify new meanings for the word <i>turn</i> and apply them accurately Word Work: <b>independence</b> Multiple Meaning Word Activity: <b>turn</b>	
<i>Pausing Point</i>				
<b>Lesson 6:</b> Abraham Lincoln	WPS, describe the connection between slavery and the U.S. Civil War		Identify new meanings for the word <i>head</i> and apply them accurately Word Work: <b>serious</b> Multiple Meaning Word Activity: <b>head</b>	
<b>Lesson 7:</b> Teddy Roosevelt	WPS, describe the connection between Abraham Lincoln and Theodore Roosevelt WPS, describe a picture of young Teddy Roosevelt watching President Lincoln's funeral procession and use illustrations accompanying "Teddy Roosevelt" to check and support comprehension of the read-aloud	Retell important facts from "Teddy Roosevelt"	Word Work: <b>expert</b>	
<b>Lesson 8:</b> Barack Obama	WPS, <b>describe an illustration</b> of Barack Obama on the night of his election and use pictures accompanying "Barack Obama" to check and support understanding of the read-aloud WPS, <b>compare and contrast</b> Barack Obama and other American presidents	Add drawings to descriptions of a favorite president to provide additional detail	Explain the meaning of "where there's a will, there's a way" and use in appropriate contexts Word Work: <b>accomplishment</b> Sayings and Phrases: <b>Where There's a Will, There's a Way</b>	Use a combination of drawing, dictating, and writing to compose an opinion piece about the president they most admire and why With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 9:</b> Carving Mount Rushmore	WPS, describe the connection between Mount Rushmore and George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt WPS, describe the connection between Mount Rushmore and George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt	Retell important facts from "Carving Mount Rushmore"	Word Work: <b>determined</b>	Use a combination of drawing, dictating, and writing to present information about Mount Rushmore and supply some details about the topic
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

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>Word Work: <b>startled</b></p> <p>Multiple Meaning Word Activity: <b>company</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: 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>	
Lesson 3: 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
<b>Lesson 2:</b> The Body's Framework	<b>Describe the connection</b> 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
<b>Lesson 3:</b> Marvelous Moving Muscles	<b>Describe the connection</b> between the muscular system and the skeletal system <b>Describe an illustration</b> of a smiling child and use pictures and details in "Marvelous Moving Muscles" to describe the read-aloud's <b>key ideas</b>	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>	<p>Prior to listening to "Dr. Welbody's Heroes," identify orally what they know and have learned about diseases and vaccinations</p>	<p>Word Work: <b>diseases</b></p>	<p>With assistance, categorize and organize facts and information from "Dr. Welbody's Heroes" to answer questions</p>
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.*

	<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 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: Cinderella</b>	<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: <b>harvest</b></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: <b>noiselessly</b></p> <p>Multiple Meaning Word Activity: <b>strained</b></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
These objectives are consistently addressed throughout the domain	<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><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>Use illustrations and details in a nonfiction/ informational read-aloud to describe its key ideas</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 questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</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>	

	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	Orally <b>compare and contrast</b> geysers and volcanoes	<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	<b>Compare and contrast</b> different types of rocks	<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 <b>to answer questions</b></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
<b>Lesson 9:</b> Never Leave Until Tomorrow What You Can Do Today		<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>
<b>Lesson 10:</b> Building a Nation with Words and Ideas	<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>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>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>	
<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: <i>pass</i>	

	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>			

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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## Fairy Tales and Tall Tales

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

*This domain will introduce students to classic fairy tales and tall tales and the well-known lessons they teach. This domain will also lay the foundation for understanding stories in future grades. The first half of the Fairy Tales and Tall Tales domain focuses on fairy tales and the second half of the domain focuses on tall tales and the elements of that genre.*

	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 of the details and/or facts of a 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</i></p>	<p><i>Use agreed-upon rules for group discussions</i></p> <p><i>Carry on and participate in a conversation over at least six turns</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 Fisherman and His Wife</b>	<p>Demonstrate familiarity with "The Fisherman and His Wife"</p> <p><b>Describe the characters, plot, and setting</b> of "The Fisherman and His Wife"</p> <p><b>Identify common characteristics of fairy tales and the fairy tale elements</b> of "The Fisherman and His Wife"</p> <p><b>Recount</b> "The Fisherman and His Wife" and <b>determine the central message, lesson, or moral</b></p> <p><b>Describe how the fisherman feels</b> about asking for more wishes and how the flounder feels about granting each wish in "The Fisherman and His Wife"</p> <p><b>Describe illustrations</b> of the sea in "The Fisherman and His Wife"</p>	<p>Summarize content and/or oral information presented by others by using the main events in "The Fisherman and His Wife"</p> <p>Ask questions to clarify directions</p> <p>Make oral predictions before and during the read-aloud</p>	<p>Determine the meanings of words by using the prefix <i>dis-</i></p> <p><b>Word Work: displeases</b></p> <p>Identify the correct usages of antonyms <i>pleases</i> and <i>displeases</i></p>	<p>Rewrite and illustrate "The Fisherman and His Wife" using new characters, a different setting, and different wishes and share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 2:</b> The Emperor's New Clothes	<p><b>Recount</b> "The Emperor's New Clothes," and <b>determine the central message, lesson, or moral</b></p> <p><b>Describe how the people feel</b> upon seeing the Emperor in his underwear in "The Emperor's New Clothes"</p> <p><b>Describe the illustration</b> of the spinners, weavers, and tailors in "The Emperor's New Clothes"</p>	<p>Prior to listening to "The Emperor's New Clothes," orally predict from the illustration why the emperor might be dressed as he is</p> <p>Rehearse and perform "The Emperor's New Clothes" for an audience using eye contact, appropriate volume, and clear enunciation</p>	Word Work: <b>curious</b>	Discuss personal responses to pretending to know something and connect those to the way in which the characters in the fairy tale "The Emperor's New Clothes" pretend to know something they do not
<b>Lesson 3:</b> Beauty and the Beast, Part I	<p><b>Describe how the beast feels</b> when the merchant takes his rose in "Beauty and the Beast, Part I"</p> <p><b>Describe an illustration</b> of the beast in "Beauty and the Beast, Part I"</p> <p><b>Compare and contrast</b> orally the characteristics of fairy tales in "The Fisherman and His Wife" with the characteristics of fairy tales in "The Emperor's New Clothes"</p>	<p>Recount "Beauty and the Beast, Part I" through a sequence of events in the fairy tale</p> <p>Draw a picture of one event in "Beauty and the Beast, Part I" to demonstrate comprehension of the read-aloud</p> <p>Prior to listening to "Beauty and the Beast, Part I," identify orally what they know and have learned about fairy tales</p> <p>Prior to listening to "Beauty and the Beast, Part I," orally predict which character is royal and then compare the actual outcome to the prediction</p>	<p>Determine the meanings of words, such as <i>misfortune</i>, by using the prefix <i>mis-</i></p> <p>Identify the correct usages of <i>misfortune</i> and <i>fortune</i> and explain that they are antonyms</p> <p>Word Work: <b>fortune</b></p>	<p>Draw pictures, dictate, or write simple sentences to represent details or information from "Beauty and the Beast, Part I," including information about the main characters, the setting, and the beginning, middle, or end of the fairy tale</p> <p>Participate in shared writing project, by retelling the read-aloud using a series of drawings and sentences of "Beauty and the Beast, Part I"</p> <p>Discuss personal responses and connect those to the characters in "Beauty and the Beast, Part I"</p>
<b>Lesson 4:</b> Beauty and the Beast, Part II	<p><b>Recount</b> "The Beauty and the Beast, Part II" and <b>determine the central message, lesson, or moral</b></p> <p>Describe how Beauty's feelings changed from the beginning to the end of "Beauty and the Beast, Part II"</p> <p><b>Describe an illustration</b> in "Beauty and the Beast, Part II"</p>	<p>Prior to listening to "Beauty and the Beast, Part II," orally predict from text heard thus far if the merchant will return to the castle or if one of the merchant's daughters will go in his place, also which daughter will offer to go, and if the merchant will let her take his place.</p>	<p>Identify new meanings for familiar words, such as <i>tunes</i>, and apply them accurately</p> <p>Explain the meaning of the common saying "better late than never" and use in appropriate contexts</p> <p>Word Work: <b>constant</b></p> <p>Multiple Meaning Word Activity: <b>tunes</b></p> <p>Sayings and Phrases: <b>Better Late Than Never</b></p>	Discuss personal responses to judging a character's looks versus actions and connect those to the characters and events in the fairy tale "Beauty and the Beast, Part II"
	<i>Pausing Point</i>			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: Paul Bunyan	<b>Distinguish this fantasy from realistic text</b> by explaining that some of the things in the story could not happen in real life	Clarify information about “Paul Bunyan” by asking questions that begin with <i>what</i>  Retell content and/or oral information presented by others by using the main events in “Paul Bunyan”	Word Work: <b>admiration</b>	With assistance, categorize and organize characteristics about the tall tale “Paul Bunyan” into a chart
Lesson 6: Pecos Bill	<b>Compare and contrast</b> orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “Pecos Bill”  <b>Distinguish this fantasy from realistic text</b> by explaining that some of the things in the story could not happen in real life	Add drawings to clarify understanding of exaggerations found in “Pecos Bill” and “Paul Bunyan”  Prior to listening to “Pecos Bill,” identify orally what they know and have learned about characters from other tall tales they have heard  While listening to “Pecos Bill,” orally predict what will happen next based on text heard thus far	Word Work: <b>tame</b>	With assistance, categorize and organize characteristics about the tall tale “Pecos Bill” into a chart
Lesson 7: John Henry	Describe how the words from the “Ballad of John Henry” tell the story about John Henry  <b>Compare and contrast</b> orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “John Henry”  <b>Distinguish fantasy from realistic text</b> by explaining that some of the things in the story could not happen in real life	Prior to listening to “John Henry,” identify orally what they know and have learned about characteristics of tall tales  Prior to listening to “John Henry,” orally predict whether John Henry or the machine will win the competition and then compare the actual outcome to the prediction	Identify new meanings for familiar words, such as <i>tracks</i> , and apply them accurately  Word Work: <b>feats</b>  Multiple Meaning Word Activity: <b>tracks</b>	With assistance, categorize and organize characteristics about the tall tale “John Henry” into a chart
Lesson 8: Casey Jones	Describe how the words from the “Ballad of Casey Jones” tell the story about Casey Jones  <b>Compare and contrast</b> orally the characteristics of tall tales in “Paul Bunyan,” “John Henry,” and “Casey Jones”	Prior to listening to “Casey Jones,” identify orally what they know and have learned about the tall tale John Henry	Word Work: <b>legendary</b>	With assistance, categorize and organize characteristics about the tall tale “Casey Jones” into a chart  Create a Venn diagram to generate questions and gather information about Casey Jones and John Henry
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Early Asian Civilizations

14 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (18 Days)

*This domain will introduce students to the continent of Asia and its two most populous countries, India and China. Students will learn about the early civilizations in India and China and how they were both able to form because of mighty rivers. Students will once again hear about the important features of early civilizations, to which they were introduced in the Grade 1 Early World Civilizations domain. These features include the advent of farming, establishment of cities and government, and other practices such as writing and religion.*

	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 requiring literal recall and understanding of the details and/or facts of a read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud</p> <p>Prior to listening to “Casey Jones,” identify orally what they know and have learned about the tall tale John Henry</p> <p>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4</p>	<p>Use agreed-upon rules for group discussions</p> <p>Carry on and participate in a conversation over at least six turns</p> <p>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</p> <p>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>Identify real-life connections between words and their use</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	
Lesson 1: The Indus River Valley, Part I	<p><b>Interpret information</b> from a map of Asia and connect it to information learned in “The Indus River Valley, Part I”</p>	<p>Add drawings to descriptions of the Himalayan Mountains and the Indus River Valley to clarify ideas, thoughts, and feelings</p>	<p>Use word parts to determine <b>the meaning of overflow</b> in “The Indus River Valley, Part I”</p> <p>Word Work: <b>fertile</b></p>	
Lesson 2: The Indus River Valley, Part II	<p><b>Interpret information</b> from a map of Asia and connect it to information learned in “The Indus River Valley, Part II”</p> <p><b>Identify how Sanjay feels</b> when he is invited to see the holy man</p>	<p>Summarize orally the content of “The Indus River Valley, Part II”</p> <p>Ask and answer what questions orally to gather information or deepen understanding of the information contained in “The Indus River Valley, Part II”</p> <p>Prior to listening to “The Indus River Valley, Part II,” identify orally what they know and have learned about ancient India</p>	<p>Provide synonyms for <b>source</b></p> <p>Word Work: <b>source</b></p>	<p>With assistance, categorize and organize facts and information from “The Indus River Valley, Part II” in a Civilizations Chart</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: Hindus and Hinduism	<p><b>Interpret information</b> from a Civilizations Chart and a Comparison Chart and connect it to information learned in “Hindus and Hinduism”</p> <p><b>Compare and contrast</b> orally Hinduism and other world religions</p>	<p>Prior to listening to “Hindus and Hinduism,” identify orally what they know and have learned about the Indus River Valley civilization</p>	<p>Identify new meanings for the word <i>club</i> and apply them accurately</p> <p>Word Work: <b>represents</b></p> <p>Multiple Meaning Word Activity: <b>club</b></p>	<p>With assistance, categorize and organize facts and information from “Hindus and Hinduism” in a Civilizations Chart and in a Comparison Chart pertaining to Hinduism and Buddhism</p>
Lesson 4: The Tiger, the Brahman, and the Jackal	<p><b>Recount information</b> from “The Tiger, the Brahman, and the Jackal,” an Indian folktale, and <b>determine the central message</b> of the folktale</p> <p>Describe how the tiger, the Brahman, the buffalo, the tree, and the jackal respond to challenges in “The Tiger, the Brahman, and the Jackal”</p> <p><b>Use information</b> gained from the <b>illustrations</b> and words in “The Tiger, the Brahman, and the Jackal” <b>to demonstrate understanding of its characters, setting, or plot</b></p>	<p>Ask and answer who questions orally to gather information or deepen understanding of the information contained in “The Tiger, the Brahman, and the Jackal”</p> <p>Prior to listening to “The Tiger, the Brahman, and the Jackal,” identify orally what they know and have learned about India and Asia</p> <p>Prior to listening to “The Tiger, the Brahman, and the Jackal,” orally predict which character will be the trickster in the story, and then compare the actual outcomes to predictions</p> <p>Rehearse and perform a dramatization of “The Tiger, the Brahman, and the Jackal,” using eye contact, appropriate volume, and clear enunciation</p>	<p>Determine the meaning of new words when the prefix <i>un-</i> is added to a known word</p> <p>Word Work: <b>unjust</b></p>	<p>With assistance, categorize and organize facts and information from “The Tiger, the Brahman, and the Jackal” in a T-chart</p> <p>Share writing with others</p>
Lesson 5: The Blind Men and the Elephant	<p>Describe how each of the blind men in “The Blind Men and the Elephant” respond to challenges</p> <p><b>Describe the characters and plot</b> of “The Blind Men and the Elephant,” including how the beginning introduces the story</p> <p><b>Use information</b> gained from the <b>illustrations</b> and words in “The Blind Men and the Elephant” <b>to demonstrate understanding of its characters, setting, or plot</b></p>	<p>Prior to listening to “The Blind Men and the Elephant,” identify orally what they know and have learned about India and Asia</p> <p>Prior to listening to “The Blind Men and the Elephant,” orally predict how the blind men will describe the elephant in the story, and then compare the actual outcomes to predictions</p> <p>Use regular and irregular past tense verbs correctly in oral language</p>	<p>Word Work: <b>resembles</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: Diwali	Interpret information from a chart on Hinduism and Buddhism and connect it to information learned in "Diwali"	Summarize in writing the content of "Diwali" Ask and answer who questions orally to gather information or deepen understanding of the information contained in "Diwali" Add drawings to a summary of the information contained in "Diwali" to clarify ideas, thoughts, and feelings Prior to listening to "Diwali," identify orally what they know and have learned about Hinduism	Word Work: <b>custom</b>	With guidance and support from adults and peers, focus on information presented in "Diwali" and strengthen writing as needed by revising and editing  Share writing with others
Lesson 7: Buddhists and Buddhism	Interpret information from a Civilizations Chart and a Comparison Chart and connect them to information learned in "Buddhists and Buddhism"	Add drawings to descriptions of some obstacle they conquered to clarify ideas, thoughts, and feelings Prior to listening to "Buddhists and Buddhism," identify orally what they know and have learned about Hinduism Identify how they would feel if they saw the suffering that Siddhartha saw	Identify new meanings for the word <i>train</i> and apply them accurately Word Work: <b>conquer</b> Multiple Meaning Word Activity: <b>train</b>	Make a personal connection to Siddhartha's theory of how people could conquer suffering and achieve happiness With assistance, categorize and organize facts and information from "Buddhists and Buddhism" in a Civilizations Chart and in a Comparison Chart on religion
<i>Pausing Point</i>				
Lesson 8: The Yellow and Yangtze Rivers	Interpret information from a Civilizations Chart and connect it to information learned in "The Yellow and the Yangtze Rivers" Compare and contrast orally farming in ancient China with farming in ancient India	Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in "The Yellow and the Yangtze Rivers" Prior to listening to "The Yellow and the Yangtze Rivers," identify orally what they know and have learned about ancient India	Word Work: <b>sorrow</b>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: Paper, Writing, and Calligraphy	<p><b>Interpret information</b> from a Civilizations Chart and connect it to information learned in “Paper, Writing, and Calligraphy”</p> <p>Compare and contrast orally Chinese writing with written English</p>	<p>Add drawings to descriptions of paper, writing, and calligraphy in ancient China to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Paper, Writing, and Calligraphy,” identify orally what they know and have learned about early Chinese civilizations</p>	<p>Use the antonyms <i>durable</i> and <i>fragile</i> appropriately in oral language</p> <p>Word Work: <b>durable</b></p>	<p>Plan, draft, and edit an informative text that presents information from “Paper, Writing, and Calligraphy,” including an introduction to a topic, relevant facts, and a conclusion</p> <p>Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China</p> <p>With assistance, categorize and organize facts and information from “Paper, Writing, and Calligraphy” in a Civilizations Chart</p> <p>Share writing with others</p>
Lesson 10: The Magic Paintbrush	<p><b>Recount information</b> from “The Magic Paintbrush,” a Chinese folktale, <b>and determine the central message</b> of the folktale</p> <p>Describe how Ma Liang, the teacher, and the emperor respond to challenges in “The Magic Paintbrush”</p> <p><b>Describe the characters and plot</b> of “The Magic Paintbrush,” including how the ending concludes the story</p> <p>Use information gained from the illustrations and words in “The Magic Paintbrush” to demonstrate understanding of its characters, setting, or plot</p> <p><b>Sequence four to six pictures illustrating events</b> in “The Magic Paintbrush”</p>	<p>Add drawings to a summary of information heard in “The Magic Paintbrush” to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “The Magic Paintbrush,” identify orally what they know and have learned about China and about folktales</p> <p>Prior to listening to “The Magic Paintbrush,” orally predict what it might mean for a paintbrush to be magical, and then compare the actual outcomes to predictions</p>	<p>Word Work: <b>praise</b></p>	<p>Make a personal connection to Ma Liang’s decision to use the magic paintbrush to paint things for others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 11: The Importance of Silk		Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “The Importance of Silk”  Prior to listening to “The Importance of Silk,” identify orally what they know and have learned about China	Use the antonyms <i>emerge</i> and <i>plunged</i> appropriately in oral language  Word Work: <b>emerge</b> and <b>plunged</b>	Plan, draft, and edit an informative text that presents information from “The Importance of Silk,” including an introduction to a topic, relevant facts, and a conclusion
Lesson 12: China’s Great Wall	<b>Interpret information</b> from a Civilizations Chart and connect it to information learned in “China’s Great Wall”  Identify how the people of China felt about the northern nomads taking their food, gold, and animals	Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “China’s Great Wall”  Recount a personal experience involving the saying “easier said than done” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences  Prior to listening to “China’s Great Wall,” identify orally what they know and have learned about The Silk Roads	Explain the meaning of “easier said than done” and use in appropriate contexts  Word Work: <b>defense</b>  Sayings and Phrases: <b>Easier Said Than Done</b>	With assistance, categorize and organize facts and information from “China’s Great Wall” in a Civilizations Chart  Share writing with others
Lesson 13: Confucius	<b>Interpret information</b> from a Venn diagram <b>comparing and contrasting</b> Confucius and Siddhartha and connect it to information learned in “Confucius”  <b>Compare and contrast</b> , in writing, Confucius and Siddhartha	Ask and answer <i>who</i> questions orally to gather information or deepen understanding of the information contained in “Confucius”  Recount a personal experience involving the saying “practice what you preach” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences  Prior to listening to “Confucius,” identify orally what they know and have learned about Siddhartha Gautama	Distinguish shades of meaning among the adjectives <i>willing</i> , <i>eager</i> , and <i>impatient</i>  Learn common sayings and phrases such as “practice what you preach”  Word Work: <b>eager</b>  Sayings and Phrases: <b>Practice What You Preach</b>	With assistance, categorize and organize facts and information from “Confucius” in a Venn diagram

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 14:</b> Chinese New Year	<p><b>Interpret information</b> from a Celebrations Venn diagram and connect it to information learned in “Chinese New Year”</p> <p><b>Compare and contrast</b> in writing Diwali and Chinese New Year</p>	<p>Prior to listening to “Chinese New Year,” identify orally what they know and have learned about early Chinese civilization</p> <p>Prior to listening to “Chinese New Year,” identify orally what they know and have learned about early Chinese civilization</p>	<p>Use word parts to determine the meaning of words ending in the suffix <i>-uos</i> in “Chinese New Year”</p> <p>Word Work: <b>prosperous</b></p>	<p>With assistance, categorize and organize facts and information from “Chinese New Year” in a Venn diagram</p>
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## The Ancient Greek Civilization

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

*This domain will introduce students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students will learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus, the significance of the battles of Marathon and Thermopylae, and the conquests of Alexander the Great. Students will also learn about the Greek contribution of democracy and how those ideas are used today in many governments, including our own.*

	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, why, how), 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>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</p>	<p>Use agreed-upon rules for group discussions, 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, and linking their comments to the remarks of others, 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>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</p>	
<b>Lesson 1:</b> The Ancient Greeks	<p>Locate the island of Crete on a map of ancient Greece and explain that it is the largest island in the Mediterranean Sea</p> <p><b>Compare and contrast</b> orally the characteristics of civilizations and the ancient civilizations they have already learned about</p>	<p>Draw a picture to represent information from “The Ancient Greeks”</p>	<p>Determine the meanings of words, such as independently, by using the prefix ‘in’</p> <p>Identify the correct usages of <i>independently</i> and <i>dependently</i> and explain that they are antonyms</p> <p>Word Work: <b>independently</b></p>	<p>With assistance, categorize and organize facts and information on the ancient Greek civilization</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: Mount Olympus, Part I	<p><b>Recount the story</b> of the Olympian gods and goddesses from “Mount Olympus, Part I,” <b>using transition words</b> like <i>first</i>, <i>next</i>, <i>then</i>, and <i>finally</i>, and discuss with one or more peers</p> <p>Identify the three seas that surrounded ancient Greece using a map of ancient Greece as a guide</p>	<p>Summarize orally the information contained in “Mount Olympus, Part I”</p> <p>Prior to listening to “Mount Olympus, Part I,” identify orally what they know and have learned about the ancient Greek civilization</p> <p>Prior to listening to “Mount Olympus, Part I,” orally predict powers or skills that the gods and goddesses were believed to have and then compare the actual outcome to the prediction</p>	Word Work: <b>summoned</b>	With assistance, categorize and organize facts and information on the ancient Greek civilization
Lesson 3: Mount Olympus, Part II	<p><b>Recount the story</b> of the Olympian gods and goddesses from “Mount Olympus, Part II,” <b>using transition words</b> like <i>first</i>, <i>next</i>, <i>then</i>, and <i>finally</i>, including the sequence of events</p> <p><b>Interpret information</b> from a Civilization Chart and connect it to information learned in “Mount Olympus, Part II”</p> <p><b>Compare and contrast</b> orally the characteristics and powers of the gods and goddesses of the ancient Greeks</p>	<p>Summarize orally information contained in “Mount Olympus, Part II”</p> <p>Prior to listening to “Mount Olympus, Part II,” identify orally what they know and have learned about Mount Olympus</p> <p>Prior to listening to “Mount Olympus, Part II,” orally predict what Zeus’s news for the gods and goddesses will be, and then compare the actual outcome to the prediction</p>	Word Work: <b>mission</b>	With assistance, categorize and organize facts and information on the ancient Greek civilization
Lesson 4: The Olympic Games	<p><b>Compare and contrast</b> orally the contributions from other civilizations they have previously learned about that are still in our lives today</p>	<p>Recount a personal experience involving the saying “where there’s a will, there’s a way” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Prior to listening to “The Olympic Games,” identify orally what they know and have learned about the beliefs of the ancient Greeks</p>	<p>Explain the meaning of the saying “where there’s a will, there’s a way,” and use in appropriate contexts</p> <p>Word Work: <b>grand</b></p> <p>Sayings and Phrases: <b>Where There’s a Will, There’s a Way</b></p>	<p>Discuss personal responses to watching the Olympics and/or competing in a sport, and connect those to the Olympic Games in the story “The Olympic Games”</p> <p>With assistance, categorize and organize facts and information on the ancient Greek civilization</p>
Lesson 5: All for Sparta		Prior to listening to “All for Sparta,” identify orally what	Identify new meanings for familiar words, such as camp,	With assistance, categorize and organize facts and

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		they know and have learned about city-states and the ancient Greek civilization	and apply them accurately Identify the correct usages of <i>permanently</i> and <i>temporarily</i> and explain that they are antonyms Word Work: <b>permanently</b>	information on the ancient Greek civilization Discuss personal responses to knowing someone in the military, and connect those to the military in the story “All for Sparta”
Lesson 6: Athens and the Olive Tree	Locate the city-state Athens on a map of ancient Greece and explain that it is named after the goddess Athena	Prior to listening to “Athens and the Olive Tree,” identify orally what they know and have learned about the gods and goddesses of ancient Greece  Prior to listening to “Athens and the Olive Tree,” orally predict how the city-state of Athens got its name and then compare the actual outcome to the prediction	Word Work: <b>ideal</b>	With assistance, categorize and organize facts and information on the ancient Greek civilization
	<b>Compare and contrast</b> orally the city-states of Athens and Sparta. Compare and contrast orally the contributions from other civilizations they have previously learned about that are still in our lives today	With assistance, categorize and organize facts and information on the ancient Greek civilization	Word Work: <b>democracy</b>	Write a persuasive piece that expresses and supports opinions on how a city-state should best be set up and governed using “Athens: The Birthplace of Democracy”  Discuss personal responses to having an idea that was completely different from what everyone else was doing or thinking and connect those to the Greeks in the story “Athens: The Birthplace of Democracy”  With assistance, categorize and organize facts and information on the ancient Greek civilization
<i>Pausing Point</i>				

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p><b>Lesson 8:</b> Marathon</p>	<p>Recount the generals' story from "Marathon" using a Somebody Wanted But So Then chart and discuss with one or more peers</p> <p>Draw a picture to represent information and details from "Marathon"</p> <p>Prior to listening to "Marathon," identify orally what they know and have learned about the contributions the ancient Greeks made to modern-day civilizations</p>	<p>Word Work: <b>tribute</b></p>	<p>With assistance, categorize and organize facts and information on the ancient Greek civilization</p>
<p><b>Lesson 9:</b> Thermopylae: The Persians Strike Again</p>	<p>Clarify information about "Thermopylae: The Persians Strike Again" by asking questions that begin with <i>where</i></p> <p>Prior to listening to "Thermopylae: The Persians Strike Again," identify orally what they know and have learned about the battle on the plains of Marathon</p> <p>Prior to listening to "Thermopylae: The Persians Strike Again," orally predict whether the outcome at Thermopylae will be the same as or different than the battle at Marathon and then compare the actual outcome to the prediction</p>	<p>Identify new meanings for familiar words, such as channel, and apply them accurately</p> <p>Distinguish shades of meaning among closely related verbs, such as <i>prefer</i> and <i>like</i></p> <p>Word Work: <b>prefer</b></p> <p>Multiple Meaning Word Activity: <b>channel</b></p>	<p>With assistance, categorize and organize facts and information on the ancient Greek civilization</p>
<p><b>Lesson 10:</b> The Great Thinkers of Greece</p>	<p>Describe the life of someone living in the time of ancient Greece using details from "The Great Thinkers of Greece"</p> <p>Clarify information about "The Great Thinkers of Greece" by asking questions that begin with <i>who</i></p> <p>Prior to listening to "The Great Thinkers of Greece," identify orally what they know and have learned about the battle at Thermopylae</p>	<p>Explain the meaning of the saying "Practice what you preach" and use in appropriate contexts</p> <p>Word Work: <b>marvelous</b></p> <p>Sayings and Phrases: <b>Practice What You Preach</b></p>	<p>Create an original narrative about someone living in the time of ancient Greece with characters, and a beginning, middle, and an end</p> <p>Participate in a shared writing project for a fictional narrative</p> <p>With assistance, categorize and organize facts and information on the ancient Greek civilization</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 11:</b> Alexander the Great, Part I	Describe the life of someone living in the time of ancient Greece using details from "Alexander the Great, Part I"	<p>Prior to listening to "Alexander the Great, Part I," identify orally what they know and have learned about philosophy and Socrates, Plato, and Aristotle</p> <p>Prior to listening to "Alexander the Great, Part I," orally predict who Alexander the Great was and how he received his name and then compare the actual outcome to the prediction</p>	Word Work: <b>tame</b>	<p>Create an original narrative about someone living in the time of ancient Greece with characters and a beginning, middle, and an end</p> <p>With guidance and support from adults and peers, focus on writing a fictional narrative and strengthen writing as needed by revising and editing</p> <p>Participate in a share writing project for a fictional narrative</p> <p>Discuss personal responses to solving a problem by first observing things and then coming up with a clever idea and connect those to Alexander in the story "Alexander the Great, Part I"</p> <p>With assistance, categorize and organize facts and information on the ancient Greek civilization</p>
<b>Lesson 12:</b> Alexander the Great, Part II	<p><b>Interpret information</b> from a map of the empire of Alexander the Great using the story "Alexander the Great, Part II"</p> <p>Describe the life of someone living in the time of ancient Greece using details from "Alexander the Great, Part II"</p>	<p>Prior to listening to "Alexander the Great, Part II," identify orally what they know and have learned about Alexander the Great's early life</p> <p>Prior to listening to "Alexander the Great, Part II," orally predict what Alexander's greatest adventure will be and then compare the actual outcome to the prediction</p>	<p>Determine the meanings of words, such as invader, by using the root word as a clue</p> <p>Word Work: <b>invader</b></p>	<p>Create an original narrative about someone living in the time of ancient Greece with characters and a beginning, middle, and an end</p> <p>Participate in a shared writing project for a fictional narrative</p> <p>Share the edited narrative paragraph about someone living in the time of ancient Greece and discuss with one or more peers</p>
<i>Domain Review</i>				
<i>Domain Assessment</i>				
<i>Culminating Activities</i>				

## Greek Myths

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

*This domain builds on The Ancient Greek Civilization domain and will introduce students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others.*

	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, why, how), 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 information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot</i></p>	<p><i>Use agreed-upon rules for group discussions, 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, linking their comments to the remarks of others, 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>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Summarize (orally or in writing) text content and/or oral information presented by others</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Twelve Gods of Mount Olympus	<p>Orally <b>compare and contrast</b> Greek gods and humans</p> <p><b>Interpret information</b> pertaining to Greece from a world map or globe and connect it to information learned in "The Twelve Gods of Mount Olympus"</p> <p><b>Identify how Leonidas feels</b> about going to Olympia to see the races held in honor of Zeus</p>	Add drawings to descriptions of the Greek god Zeus to clarify ideas, thoughts, and feelings	Word Work: <b>spectators</b>	Share writing with others
Lesson 2: Prometheus and Pandora	<p><b>Recount information</b> from "Prometheus and Pandora," a Greek myth, <b>and determine the central meaning</b> of the myth</p> <p>Describe how Prometheus, Epimetheus, and Pandora respond to challenges in "Prometheus and Pandora"</p> <p><b>Interpret information</b> pertaining to Greece from a world map or globe and connect it to information learned in "The Twelve Gods of Mount Olympus"</p> <p>Identify how Pandora feels when all of the terrible things burst out of the box</p>	Add drawings to descriptions of the myth "Prometheus and Pandora" to clarify ideas, thoughts, and feelings	Word Work: <b>amusing</b>	
Lesson 3: Demeter and Persephone	<p><b>Recount information</b> from "Demeter and Persephone," a Greek myth, and determine the central message of the myth</p> <p>Describe how Persephone, Demeter, Hades, and Zeus respond to challenges in "Demeter and Persephone"</p> <p><b>Describe the characters and plot</b> of "Demeter and Persephone," including how the beginning introduces the story</p> <p>Identify how Demeter feels when she realizes Persephone is missing</p>	Add drawings to descriptions of the myth "Demeter and Persephone" to clarify ideas, thoughts, and feelings	<p>Provide synonyms for <i>retrieve</i></p> <p>Identify new meanings for the word <i>pine</i> and apply them accurately</p> <p>Word Work: <b>retrieve</b></p> <p>Multiple Meaning Word Activity: <b>pine</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: Arachne the Weaver	<p>Recount information from "Arachne the Weaver," a Greek myth, and determine the central message of the myth</p> <p>Describe how Arachne and Athena respond to challenges in "Arachne the Weaver"</p> <p>Describe the characters and plot of "Arachne the Weaver," including how the ending concludes the action</p> <p>Interpret information pertaining to Greece from a world map or globe and connect it to information learned in various Greek myths</p>	<p>Add drawings to descriptions of the myth "Arachne the Weaver" to clarify ideas, thoughts, and feelings</p>	<p>Provide synonyms for <i>flattered</i></p> <p>Word Work: <b>flattered</b></p>	<p>Plan, Draft, and edit a narrative retelling of "Arachne the Weaver," including a title, setting, characters, and well-elaborated events of the of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p> <p>Make a personal connection to Arachne and her feelings when</p> <p>Athena calls her work superior</p> <p>Share writing with others</p>
Lesson 5: Theseus and the Minotaur	<p>Recount information from "Theseus and the Minotaur," a Greek myth, and determine the central message of the myth</p> <p>Describe how Theseus, King Minos, Princess Ariadne, and King Aegeus respond to challenges in "Theseus and the Minotaur"</p>	<p>Ask and answer <i>who</i> questions orally to gather information or deepen understanding of the information contained in "Theseus and the Minotaur"</p>	<p>Provide synonyms for <i>unraveling</i></p> <p>Word Work: <b>unraveling</b></p>	<p>With assistance, categorize and organize facts and information from "Theseus and the Minotaur" in a "Which Happened First?" Chart</p>
Lesson 6: Daedalus and Icarus	<p>Recount information from "Daedalus and Icarus," a Greek myth, and determine the central message of the myth</p> <p>Describe how Daedalus and Icarus respond to challenges in "Daedalus and Icarus"</p> <p>Identify how King Minos feels when he discovers Theseus escaped from the Labyrinth</p>	<p>Ask and answer what questions orally to gather information or deepen understanding of the information contained in "Daedalus and Icarus"</p> <p>Recount a personal experience involving "cold feet" with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Use adjectives correctly in oral language</p>	<p>Explain the meaning of "cold feet" and use in appropriate contexts</p> <p>Word Work: <b>proof</b></p> <p>Sayings and Phrases: <b>Cold Feet</b></p>	<p>Make a personal connection to the method of escape devised by Daedalus in "Daedalus and Icarus"</p>
<i>Pausing Point</i>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Hercules	<p>Recount information from “Hercules,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Hercules responds to challenges in “Hercules”</p> <p>Identify how Hercules feels when he was feared by Greek citizens</p>		Word Work: aimlessly	<p>Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p> <p>Make a personal connection to friendship as it is depicted in “Hercules”</p>
Lesson 8: Other Adventures of Hercules	<p>Recount information from “Other Adventures of Hercules,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Hercules and Atlas respond to challenges in “Other Adventures of Hercules”</p> <p>Identify how Hercules feels at the end of the story compared to how he felt at the beginning of the story</p>	<p>Recount a personal experience involving “back to the drawing board” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Make predictions orally prior to listening to “Other Adventures of Hercules” and then compare the actual outcomes to predictions</p>	<p>Explain the meaning of “back to the drawing board” and use in appropriate contexts</p> <p>Word Work: guidance</p> <p>Sayings and Phrases: Back to the Drawing Board</p>	<p>Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p>
Lesson 9: Oedipus and the Riddle of the Sphinx	<p>Recount information from “Oedipus and the Riddle of the Sphinx,” a Greek myth, and determine the central message of the myth</p>	<p>Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “Oedipus and the Riddle of the Sphinx”</p>	Word Work: insisted	<p>Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p> <p>With guidance and support from adults and peers, focus on information presented in the <i>Greek Myths</i> domain and strengthen writing as needed by revising and editing</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 10: Atalanta and the Golden Apples	<p>Recount information from “Atalanta and the Golden Apples,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Atalanta and Hippomenes respond to challenges in “Atalanta and the Golden Apples”</p> <p>Describe the characters and plot of “Atalanta and the Golden Apples,” including how the ending concludes the story</p>	<p>Create audio recordings of student-written Greek myths</p> <p>Orally change the ending to the story of “Atalanta and the Golden Apples”</p>	<p>Provide antonyms for <i>resist</i></p> <p>Identify new meanings for the word <i>palm</i> and apply them accurately</p> <p>Word Work: <b>resist</b></p> <p>Multiple Meaning Word: <b>palm</b></p>	<p>Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish a Greek myth</p> <p>Share writing with others</p>
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## The War of 1812

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

*This domain will introduce students to an important period in the history of the United States—the time during the War of 1812. The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans. This domain will build the foundation for learning about Westward Expansion, The U.S. Civil War, and Immigration later in Grade 2 as well as for learning about other periods of American history in future 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, why, how), 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>Determine the meaning of 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 2–4</p>	<p>Use agreed-upon rules for group discussions, 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, linking their comments to the remarks of others, 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>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</p>	
Lesson 1: America in 1812, Part I	Describe the connection between a series of historical events such as the Revolutionary War and the War of 1812	Ask questions to clarify directions for the Portrait of America in 1812 activity	Word Work: represent	Share writing with others

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 2: America in 1812, Part II	<p>Identify the main topic of the read-aloud “America in 1812, Part II” by creating a portrait of James Madison and writing a brief summary</p> <p>Describe the connection between a series of historical events such as the Napoleonic Wars and the War of 1812</p>	<p>Draw pictures to represent details or information from “America in 1812, Part II”</p> <p>Make an audio or video recording to represent details or information from “America in 1812, Part II”</p> <p>Prior to listening to “America in 1812, Part II,” identify what they know and have learned about George Washington</p> <p>Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Word Work: <i>patience</i></p>	<p>Plan, write, and present a persuasive speech either for or against the War of 1812</p> <p>Write simple sentences to represent details or information from “America in 1812, Part II”</p> <p>Make a connection between having friends who are in an argument and when Britain and France were at war</p> <p>Share writing with others</p>
Lesson 3: Mr. and Mrs. Madison		<p>Interpret information presented, and then ask a question beginning with the word <i>what</i> to clarify information in “Mr. and Mrs. Madison”</p> <p>Prior to listening to “Mr. and Mrs. Madison,” identify what they know and have learned about the Constitution</p>	<p>Use word parts to determine meaning of unknown words such as <i>beauty</i> and <i>beautiful</i></p> <p>Determine the meaning of multiple-meaning words and phrases, such as <i>branches</i></p> <p>Word Work: <b>magnificent</b></p> <p>Multiple Meaning Word Activity: <b>branches</b></p>	
Lesson 4: Another War Already?	<p>Describe how words and phrases supply rhythm and meaning in the poem “Old Ironsides”</p> <p>Identify the main topic of the read-aloud “Another War Already?” by creating a portrait of the USS Constitution and writing a brief summary</p>	<p>Draw pictures to represent details or information from “Another War Already?”</p> <p>Prior to listening to “Another War Already?” identify what they know and have learned about James and Dolley Madison</p>	<p>Word Work: <b>economy</b></p>	<p>Write simple sentences to represent details or information from “Another War Already?”</p> <p>Share writing with others</p>
	<i>Pausing Point</i>			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Attack on Washington, D.C.	<p>Identify the main topic of the read-aloud “The Attack on Washington, D.C.” by creating a portrait of Dolley Madison and writing a brief summary</p> <p>Describe the connection between a series of historical events such as the attack on Washington, D.C., and the War of 1812</p>	<p>Interpret information presented, and then ask a question beginning with the word <i>where</i> to clarify information in “The Attack on Washington, D.C.”</p> <p>Draw pictures to represent details or information from “The Attack on Washington, D.C.”</p> <p>Prior to listening to “The Attack on Washington, D.C.” identify what they know and have learned about the War of 1812</p>	<p>Word Work: <b>quench</b></p>	<p>Write simple sentences to represent details or information from “The Attack on Washington, D.C.”</p> <p>Share writing with others</p>
Lesson 6: Broad Stripes and Bright Stars	<p>Describe how words and phrases supply rhythm and meaning in the song “The Star-Spangled Banner”</p> <p>Identify the main topic of “Broad Stripes and Bright Stars” by creating a portrait of Francis Scott Key and writing a brief summary</p> <p>Describe the connection between a series of historical events such as the Battle of Fort McHenry and “The Star-Spangled Banner”</p> <p>Compare and contrast similarities and differences between the song “The Star-Spangled Banner” and the story of “Broad Stripes and Bright Stars”</p>	<p>Interpret information presented, and then ask a question beginning with the word <i>what</i> to clarify information in “Broad Stripes and Bright Stars”</p> <p>Draw pictures to represent details or information from “Broad Stripes and Bright Stars”</p> <p>Prior to listening to “Broad Stripes and Bright Stars,” identify what they know and have learned about the attack on Washington, D.C.</p> <p>Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Determine the meaning of multiple-meaning words and phrases, such as <i>scrambled</i></p> <p>Word Work: <b>inspired</b></p> <p>Multiple Meaning Word Activity: <b>scrambled</b></p>	<p>Make a connection to the national anthem and the story of “Broad Stripes and Bright Stars”</p> <p>Make a personal connection to singing the national anthem</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: The Battle After the War	<p>Describe how words and phrases supply rhythm and meaning in the song “The Battle of New Orleans”</p> <p>Identify the main topic of “The Battle After the War” by creating a portrait of Andrew Jackson and writing a brief summary</p> <p>Describe the connection between a series of historical events such as the Battle of New Orleans and the War of 1812</p>	<p>Interpret information presented, and then ask a question beginning with the word <i>who</i> to clarify information in “The Battle After the War”</p> <p>Recount a personal experience with appropriate facts and relevant, descriptive details about an example of “where there’s a will there’s a way”</p> <p>Draw pictures to represent details or information from “The Battle After the War”</p> <p>Prior to listening to “The Battle After the War,” identify what they know and have learned about the Battle of Fort McHenry</p> <p>Prior to listening to “The Battle After the War,” predict why the read-aloud is called “The Battle After the War”</p> <p>Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation</p>	<p>Learn common sayings and phrases such as “where there’s a will there’s a way”</p> <p>Word Work: <b>astonished</b></p> <p>Sayings and Phrases: <b>Where There’s a Will There’s a Way</b></p>	<p>Write simple sentences to represent details or information from “The Battle After the War”</p> <p>Share writing with others</p>
Lesson 8: Peace and Pirates	<p>Identify the main topic of “Peace and Pirates” by creating a portrait of Jean Lafitte and writing a brief summary</p> <p>Describe the connection between a series of historical events such as the Battle of New Orleans and the War of 1812</p> <p>Compare and contrast similarities and differences between the pirates and privateers during the War of 1812</p>	<p>Ask questions to clarify directions for Researching the War of 1812</p> <p>Draw pictures to represent details or information from “Peace and Pirates”</p> <p>Prior to listening to “Peace and Pirates,” identify what they know and have learned about Andrew Jackson and the Battle of New Orleans</p>	<p>Provide antonyms of core vocabulary words, such as <i>dejected</i> and <i>jubilant</i></p> <p>Distinguish shades of meaning among closely related adjectives</p> <p>Word Work: <b>dejected</b> and <b>jubilant</b></p>	<p>Write simple sentences to represent details or information from “Peace and Pirates”</p> <p>Participate in a shared research project about the War of 1812</p> <p>With assistance, categorize and organize information within a domain to answer questions</p> <p>Generate questions and seek information from multiple sources to answer questions about the War of 1812</p> <p>Share writing with others</p>
	<i>Domain Review</i>			

Text Analysis for  
Close Reading /  
Comprehension

Speaking & Listening

Language & Vocabulary

Writing

*Domain Assessment*

*Culminating Activities*

## Cycles in Nature

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

*This domain will introduce your students to the many natural cycles that make life on Earth possible. Your students will increase their knowledge of cycles in nature by learning more about seasonal cycles, and by beginning their study of flowering plants and trees, animal life cycles, and the importance of the water cycle. Students will also learn about the effect seasonal changes have on plants and animals. In addition, throughout this domain, students will gain exposure to poems by renowned authors Emily Dickinson and Robert Louis Stevenson. As students learn that all organisms experience the developmental stages of the life cycle, they will also learn how their growth and development relates to Earth's seasonal cycles and begin to understand how all organisms depend on Earth's limited water supply.*

	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, why, how), 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>Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text</i></p> <p><i>Determine the meaning of 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 2–4</i></p>	<p><i>Use agreed-upon rules for group discussions, 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, linking their comments to the remarks of others, 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>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Cycle of Daytime and Nighttime	<p><b>Identify the main topic</b> of “The Cycle of Daytime and Nighttime”</p> <p><b>Describe the connection</b> between the earth’s rotation and daytime and nighttime</p> <p><b>Interpret information</b> from a diagram of the earth’s rotation using the read-aloud “The Cycle of Daytime and Nighttime”</p> <p><b>Identify and express</b> whether they are able to feel the rotation of Earth</p>	<p>Prior to listening to “The Cycle of Daytime and Nighttime,” identify orally what they know about the differences between daytime and nighttime</p>	<p>Identify new meanings for the word <i>stage</i> and apply them accurately</p> <p>Word Work: <b>thrive</b></p> <p>Multiple Meaning Word Activity: <b>stage</b></p>	
Lesson 2: The Reasons for Seasons	<p><b>Identify the main topic</b> of “The Reasons for Seasons”</p> <p><b>Describe the connection</b> between the tilt of the earth as it orbits the sun and the seasons</p> <p>With assistance, <b>create and interpret a chart on characteristics</b> of seasons, and connect it to information learned in “The Reasons for Seasons”</p> <p><b>Discuss personal responses</b> to seasonal activities they participate in, and connect those to the seasons</p>	<p>Prior to listening to “The Reasons for Seasons,” identify orally what they know and have learned about the rotation of the earth</p>	<p>Word Work: <b>tilt</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: Four Seasons in One Year	<p>Identify the main topic in “Four Seasons in One Year”</p> <p>Describe the connection between the tilt of the earth as it orbits the sun and the seasons</p> <p>Compare and contrast the amount of sunlight the Northern Hemisphere receives during the summer with the amount of sunlight the Northern Hemisphere receives during the winter and the effects of both on plant and animal life</p> <p>Discuss personal connections to the length of shadows at different times of the day and the rotation of the earth</p>	<p>Ask and answer <i>why</i> questions orally to gather information or deepen understanding of the information contained in “Four Seasons in One Year”</p>	<p>Identify new meanings for the word <i>buds</i>, and apply them accurately</p> <p>Use knowledge of the meaning of individual words to predict the meanings of compound words</p> <p>Word Work: <b>adapt</b></p> <p>Multiple Meaning Word Activity: <b>buds</b></p>	
Lesson 4: The Life Cycle of a Plant	<p>Identify the main topic of “The Life Cycle of a Plant”</p> <p>Compare and contrast the amount of sunlight and temperatures during summer and winter and the effects of both on plant and animal life</p> <p>Sequence four to six pictures illustrating the life cycle of a sunflower</p>	<p>Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “The Life Cycle of a Plant”</p>	<p>Identify new meanings for the word <i>bats</i>, and apply them accurately</p> <p>Word Work: <b>protective</b></p>	
Lesson 5: The Life Cycle of a Tree	<p>Identify the main topic of “The Life Cycle of a Tree”</p> <p>Compare and contrast the life cycle of a sunflower and the life cycle of a tree</p>	<p>Prior to listening to “The Life Cycle of a Tree,” identify orally what they know and have learned about the life cycle of a plant</p>	<p>Word Work: <b>germination</b></p>	<p>With assistance, categorize and organize facts and information in order to complete a Venn diagram comparing and contrasting the life cycles of sunflowers and trees</p>
<i>Pausing Point</i>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: Which Came First, The Chicken or the Egg?	<p><b>Identify the main topic</b> of “Which Came First, the Chicken or the Egg?”</p> <p><b>Compare and contrast</b> images of a chicken and a tyrannosaurus rex</p> <p><b>Compare and contrast</b> the life cycle of a plant and the life cycle of a chicken</p>	<p>Summarize in writing the content of “Which Came First, the Chicken or the Egg?”</p> <p>Add drawings to a summary of the information contained in “Which Came First, the Chicken or the Egg?” to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Which Came First, the Chicken or the Egg?”, orally predict whether the chicken or the egg came first, and then compare the actual outcomes to predictions</p>	Word Work: replenished	<p>With guidance and support from adults and peers, focus on information presented in “Which Came First, the Chicken or the Egg?” and strengthen writing as needed by revising and editing</p> <p>Share writing with others</p>
Lesson 7: The Life Cycle of a Frog	<p><b>Identify the main topic</b> of “The Life Cycle of a Frog”</p>	<p>Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “The Life Cycle of a Frog”</p> <p>Prior to listening to “The Life Cycle of a Frog,” identify orally what they know and have learned about the life cycles of plants, trees, and chickens</p>	Word Work: burrow	<p>Write an informational paragraph explaining the stages of the life cycle of a frog</p> <p>With guidance and support from adults and peers, focus on information presented in “The Life Cycle of a Frog” and strengthen writing as needed by revising and editing</p> <p>Share writing with others</p>
Lesson 8: The Life Cycle of a Butterfly	<p><b>Identify the main topic</b> of “The Life Cycle of a Butterfly”</p> <p><b>Compare and contrast</b> the life cycle of a chicken to the life cycle of a frog</p> <p><b>Make and describe a personal connection</b> to how outgrowing one’s clothes resembles a caterpillar molting its skin</p> <p><b>Sequence four to six pictures</b> illustrating the life cycle of a butterfly</p>		<p>Identify new meanings for the word <i>round</i> and apply them accurately</p> <p>Word Work: transparent</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Water Cycle	Identify the main topic of the "The Water Cycle"	Summarize in writing observations of the indoor water cycle Add drawings to a summary of observations of the indoor water cycle Prior to listening to "The Water Cycle," orally identify information they know and have learned about the life cycles of plants, trees, chickens, frogs, and butterflies	Word Work: participation	
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Westward Expansion

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

*This domain will introduce students to an important period in the history of the United States—the time of westward expansion during the 1800s. Students will learn why pioneers were willing and eager to endure hardships to move westward. Students will learn about important innovations in both transportation and communication during that period, which greatly increased the movement of people westward. More specifically, students will learn about Fulton’s steamboat, the Erie Canal, the transcontinental railroad, and the Pony Express. Students will also come to understand the hardships and tragedies that Native Americans endured because of westward expansion. This domain will build the foundation for learning about The U.S. Civil War and Immigration later in Grade 2 as well as for learning about other periods of American history in future grades.*

	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, why, how), 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>Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text</i></p> <p><i>Determine the meaning of 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 2–4</i></p>	<p><i>Use agreed-upon rules for group discussions, 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, linking their comments to the remarks of others, 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>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Going West	<p>Describe the connection between a series of historical events such as colonial times and westward expansion</p> <p>With assistance, <b>create and interpret timelines</b> related to colonial times and westward expansion</p>	<p>Ask questions to clarify directions for the Westward Expansion Quilt activity</p> <p>Draw pictures to represent details or information from "Going West"</p> <p>Prior to listening to "Going West," identify what they know about America prior to westward expansion</p>	<p>Word Work: <b>sights</b></p>	<p>Write simple sentences to represent details or information from "Going West"</p> <p>Make personal connections to going on a long car ride and moving to a new place like pioneer families' journeys westward</p> <p>Share writing with others</p>
Lesson 2: Mr. Fulton's Journey	<p>Identify the main topic of "Mr. Fulton's Journey" by creating a quilt square</p> <p>Describe the connection between a series of historical events such as the invention of Fulton's steamboat and westward expansion</p> <p>With assistance, <b>create and interpret a timeline</b> related to the invention of Fulton's steamboat and westward expansion</p>	<p>Interpret information presented, and then ask a question beginning with the word <i>who</i> to clarify information in "Mr. Fulton's Journey"</p> <p>Draw pictures to represent details or information from "Mr. Fulton's Journey"</p> <p>Prior to listening to "Mr. Fulton's Journey," identify what they know and have learned about people moving west</p>	<p>Determine the meaning of multiple-meaning words and phrases, such as <i>back</i></p> <p>Word Work: <b>voyage</b></p> <p>Multiple Meaning Word Activity: <b>back</b></p>	<p>Write simple sentences to represent details or information from "Mr. Fulton's Journey"</p> <p>Share writing with others</p>
Lesson 3: The Journal of a Twelve-Year-Old on the Erie Canal	<p>Describe how words and phrases supply rhythm and meaning in the song "The Erie Canal"</p> <p>Identify the main topic of "The Journal of a Twelve-Year-Old on the Erie Canal" by creating a quilt square</p> <p>Describe the connection between a series of historical events such as the Erie Canal and westward expansion</p> <p>With assistance, <b>create and interpret a timeline</b> related to westward expansion and the Erie Canal</p> <p>Compare and contrast similarities and differences between the song "The Erie Canal" and the character in "The Journal of a Twelve-Year-Old on the Erie Canal"</p>	<p>Draw pictures to represent details or information from "The Journal of a Twelve-Year-Old on the Erie Canal"</p> <p>Prior to listening to "The Journal of a Twelve-Year-Old on the Erie Canal," identify what they know and have learned about canals</p>	<p>Determine the meaning of multiple-meaning words and phrases, such as <i>board</i></p> <p>Word Work: <b>transport</b></p> <p>Multiple Meaning Word Activity: <b>board</b></p>	<p>Write simple sentences to represent details or information from "The Journal of a Twelve-Year-Old on the Erie Canal"</p> <p>Write simple sentences to represent details or information from "The Journal of a Twelve-Year-Old on the Erie Canal"</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 4: The Story of Sequoyah	<p><b>Identify the main topic</b> of “The Story of Sequoyah” by creating a quilt square</p> <p><b>Describe the connection</b> between a series of historical events such as the Cherokee writing and westward expansion</p> <p>With assistance, <b>create and interpret a timeline</b> related to Cherokee writing and westward expansion</p>	<p>Interpret information presented, and then ask a question beginning with the word who to clarify information in “The Story of Sequoyah”</p> <p>Recount a personal experience with appropriate facts and relevant, descriptive details about a time when they had to “go back to the drawing board”</p> <p>Draw pictures to represent details or information from “The Story of Sequoyah”</p> <p>Prior to listening to “The Story of Sequoyah,” identify what they know and have learned about Native American tribes</p>	<p>Learn common sayings and phrases such as “back to the drawing board”</p> <p>Word Work: <b>create</b></p> <p>Sayings and Phrases: <b>Back to the Drawing Board</b></p>	<p>Write simple sentences to represent details or information from “The Story of Sequoyah”</p> <p>Share writing with others</p>
Lesson 5: The Trail of Tears	<p><b>Identify the main topic</b> of “The Trail of Tears” by creating a quilt square</p> <p><b>Describe the connection</b> between a series of historical events such as the Trail of Tears and westward expansion</p> <p>With assistance, <b>create and interpret a timeline</b> related to the Trail of Tears and westward expansion</p> <p><b>Compare and contrast</b> similarities and differences between John Ross and Sequoyah, two leaders of the Cherokee</p> <p><i>Pausing Point</i></p>	<p>Draw pictures to represent details or information from “The Trail of Tears”</p> <p>Prior to listening to “The Trail of Tears,” identify what they know and have learned about Sequoyah and the Cherokee</p>	<p>Word Work: <b>encountered</b></p>	<p>Write simple sentences to represent details or information from “The Trail of Tears”</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: Westward on the Oregon Trail	<p><b>Identify the main topic</b> of “Westward on the Oregon Trail”</p> <p><b>Describe the connection</b> between a series of historical events such as the Oregon Trail and westward expansion</p> <p>With assistance, <b>create and interpret a timeline</b> related to the Oregon Trail and westward expansion</p>	<p>Interpret information presented, and then ask questions to clarify information in “Westward on the Oregon Trail”</p> <p>Prior to listening to “Westward on the Oregon Trail,” identify what they know and have learned about settlers moving westward and the forced relocation of the Cherokee</p> <p>Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation</p>	Word Work: <b>territory</b>	<p>Participate in a shared research project about the Oregon Territory</p> <p>Make a connection between the family in “Westward on the Oregon Trail” and the family in “Going West”</p> <p>Make a personal connection to packing all of your family’s personal belongings in a covered wagon</p> <p>Generate questions and seek information from multiple sources to answer questions about the Oregon Territory</p>
Lesson 7: The Pony Express	<p><b>Identify the main topic</b> of “The Pony Express” by creating a quilt square</p> <p><b>Describe the connection</b> between a series of historical events such as the Pony Express and westward expansion</p> <p>With assistance, <b>create and interpret a timeline</b> related to the Pony Express and westward expansion</p>	<p>Draw pictures to represent details or information from “The Pony Express”</p> <p>Prior to listening to “The Pony Express,” identify what they know and have learned about transportation and people moving westward</p> <p>Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation</p>	Word Work: <b>endurance</b>	<p>Write simple sentences to represent details or information from “The Pony Express”</p> <p>Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 8: Working on the Transcontinental Railroad	<p>Describe how words and phrases supply rhythm and meaning in the song “I’ve Been Working on the Railroad”</p> <p>Identify the main topic of “Working on the Transcontinental Railroad” by creating a quilt square</p> <p>Describe the connection between a series of historical events such as the transcontinental railroad and westward expansion</p> <p>With assistance, create and interpret a timeline related to the transcontinental railroad and westward expansion</p> <p>Compare and contrast similarities and differences between the steamboat and the locomotive</p>	<p>Draw pictures to represent details or information from “Working on the Transcontinental Railroad”</p> <p>Prior to listening to “Working on the Transcontinental Railroad,” identify what they know and have learned about transportation and people moving westward</p>	<p>Use word parts to determine meanings</p> <p>Provide antonyms of core vocabulary words, such as <i>convenient</i> and <i>inconvenient</i></p> <p>Word Work: <b>convenient</b></p>	<p>Write simple sentences to represent details or information from “Working on the Transcontinental Railroad”</p> <p>With assistance, categorize and organize information within a domain to answer questions</p> <p>Share writing with others</p>
Lesson 9: The Buffalo Hunters	<p>Identify the main topic of “The Buffalo Hunters” by creating a quilt square</p>	<p>Interpret information presented, and then ask a question beginning with the word <i>who</i> to clarify information in “The Buffalo Hunter”</p> <p>Draw pictures to represent details or information from “The Buffalo Hunters”</p> <p>Prior to listening to “The Buffalo Hunters,” identify what they know and have learned about buffalo and the Lakota Sioux</p>	<p>Word Work: <b>solemnly</b></p>	<p>Write simple sentences to represent details or information from “The Buffalo Hunters”</p> <p>Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds</p> <p>Share writing with others</p>
	Domain Review			
	Domain Assessment			
	Culminating Activities			

## Insects

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

*This domain will introduce students to the largest group of animals on Earth. Students will learn the characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. For example, students will learn how insects are important to the process of pollination and in the production of honey, some cosmetics and even medicines. Students will gather the information they learn in a journal and will have the opportunity to further research questions and points of interest. Students will use the information gathered in their journals to plan, draft, and edit an informational narrative. This domain will lay the foundation for review and further study of the life cycles, habitats, and classifications of insects and other animals.*

	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, why, how), 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>Determine the meaning of 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 2–4</i></p>	<p><i>Use agreed-upon rules for group discussions, 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, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Insects Everywhere!		<p>Ask questions to clarify directions for a research and writing activity involving insects</p> <p>Add drawings to descriptions of insects to clarify ideas, thoughts, and feelings</p>	<p>Explain the meaning of “eaten out of house and home” and use in appropriate contexts</p> <p>Word Work: <b>habitats</b></p> <p>Sayings and Phrases: <b>Eaten Out of House and Home</b></p>	<p>With assistance, categorize and organize facts and information from “Insects Everywhere!” to determine in which habitats insects can be found</p> <p>Generate questions and gather information from multiple sources to answer questions about insects</p>
Lesson 2: What Makes an Insect and Insect?	<p><b>Identify the main purpose</b> of “What Makes an Insect an Insect?” including what the author wants to explain</p> <p>Orally <b>compare and contrast</b> insects and non-insects, such as spiders</p>	<p>Recount a personal experience with insects with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Add drawings to descriptions of insects to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “What Makes an Insect an Insect?” identify orally what they know and have learned about insects and their habitats</p> <p>Prior to listening to “What Makes an Insect and Insect?” orally</p> <p>predict the characteristics of an insect, and then compare the actual outcomes to predictions</p>	<p>Use the antonyms <i>microscopic</i> and <i>gigantic</i> appropriately in oral language</p> <p>Word Work: <b>microscopic</b></p>	<p>Make a personal connection in writing to experiences with insects</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: Life Cycles of Insects		<p>Add drawings to descriptions of insect metamorphosis to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Life Cycles of Insects,” identify orally what they know and have learned insects</p>	Word Work: <b>progression</b>	<p>Plan, draft, and edit an informative text that presents information from “Life Cycles of Insects,” including an introduction to a topic, relevant facts, and a conclusion</p> <p>Participate in a shared research project on the life cycles of insects</p> <p>With assistance, categorize and organize facts and information from “Life Cycles of Insects” to determine the differences between complete and incomplete metamorphosis</p> <p>Generate questions and gather information from multiple sources to answer questions about the life cycles of insects</p>
Lesson 4: Social Insects: Bees and Wasps	<p><b>Describe the connections</b> among honeybee workers, drones, and queen bees</p> <p>Orally <b>compare and contrast</b> the nests of honeybees and wasps</p>	<p>Add drawings to descriptions of bees and wasps to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Social Insects: Bees and Wasps,” identify orally what they know and have learned about social and solitary insects</p>	<p>Identify new meanings for the word <i>comb</i> and apply them accurately</p> <p>Word Work: <b>cooperate</b></p> <p>Multiple Meaning Word Activity: <b>comb</b></p>	<p>Plan, draft, and edit an informative text that presents information from “Social Insects: Bees and Wasps,” including an introduction to a topic, relevant facts, and a conclusion</p> <p>Participate in a shared research project on bees and wasps</p> <p>With assistance, categorize and organize facts and information from “Social Insects: Bees and Wasps” to learn more about bees and wasps</p> <p>Generate questions and gather information from multiple sources to answer questions about bees and wasps</p>
<i>Pausing Point</i>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: Social Insects: Ants and Termites	Describe the reasons or facts the author of “Social Insects: Ants and Termites” gives to support the statement that ants are social insects	Add drawings to descriptions of ants and termites to clarify ideas, thoughts, and feelings  Prior to listening to “Social Insects: Ants and Termites,” identify orally what they know and have learned about insects	Use the antonyms destructive and constructive appropriately in oral language  Word Work: <b>microscopic</b>	Plan, draft, and edit an informative text that presents information about insects, including an introduction to a topic, relevant facts, and a conclusion  Participate in a shared research project on insects  With assistance, categorize and organize facts and information from “Social Insects: Ants and Termites”  Generate questions and gather information from multiple sources to answer questions about ants and termites
Lesson 6: Insects that Glow and Sing		Add drawings to descriptions of fireflies, grasshoppers, and crickets to clarify ideas, thoughts, and feelings  Prior to listening to “Insects That Glow and Sing,” identify orally what they know and have learned about insects	Use the antonyms <i>transparent</i> and <i>opaque</i> appropriately in oral language  Use adverbs correctly in oral language  Word Work: <b>transparent</b>	Plan, draft, and edit an informative text that presents information about insects, including an introduction to a topic, relevant facts, and a conclusion  Participate in a shared research project on insects  With assistance, categorize and organize facts and information from “Insects That Glow and Sing”  Generate questions and gather information from multiple sources to answer questions about insects

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: Armored Tanks of the Insect World	Describe the reasons or facts the author of "Armored Tanks of the Insect World" gives to explain why beetles are the largest group of insects on Earth	Add drawings to descriptions of insects that use mimicry to protect themselves to clarify ideas, thoughts, and feelings Prior to listening to "Armored Tanks of the Insect World," identify orally what they know and have learned about insects	Word Work: <i>mimicry</i>	Plan, draft, and edit an informative text that presents information about insects, including an introduction to a topic, relevant facts, and a conclusion Participate in a shared research project on insects With assistance, categorize and organize facts and information from "Armored Tanks of the Insect World" about beetles Generate questions and gather information from multiple sources to answer questions about beetles
Lesson 8: Friend or Foe?	Identify the main topic of "Friend or Foe?" Describe the connections between actions taken by humans and the extinction of some insects		Use the antonyms <i>foe</i> and <i>friend</i> appropriately in oral language Identify new meanings for the word <i>bug</i> and apply them accurately Word Work: <i>foe</i> Multiple Meaning Word Activity: <i>bug</i>	Plan, draft, and edit an informative text that presents information about insects, including an introduction to a topic, relevant facts, and a conclusion With guidance and support from adults and peers, focus on the topic of insects and strengthen writing as needed by revising and editing
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

**The U.S. Civil War**

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

*This domain will introduce students to an important period in the history of the United States. Students will learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They will learn about this war and how the end of the war also meant the end of slavery.*

	<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, why, how), 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>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud</i></p> <p><i>Determine the meaning of 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 2–4</i></p>	<p><i>Use agreed-upon rules for group discussions (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, linking their comments to the remarks of others, 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>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: Harriet Tubman, Part I	<p><b>Interpret information</b> from the Slavery Freedom T-chart from “Harriet Tubman, Part I” to explain what slavery was like</p> <p><b>Compare and contrast</b> similarities and differences between slavery and freedom</p>	Identify and express physical sensations, mental states, and emotions of themselves and those of enslaved people in “Harriet Tubman, Part I”	Word Work: <b>value</b>	<p>Write simple sentences to represent details or information from “Harriet Tubman, Part I”</p> <p>Make personal connections between their nickname and Harriet Tubman’s nickname, Minty, in “Harriet Tubman, Part I”</p> <p>With assistance, categorize and organize facts and information within The U.S. Civil War to answer questions about what slavery was like in order to write a Civil War journal entry</p> <p>Share writing with others</p>
Lesson 2: Harriet Tubman, Part II	<p><b>Determine the meaning</b> of the poem “Harriet Tubman”</p> <p><b>Determine the meaning</b> of the song “Follow the Drinking Gourd”</p> <p><b>Use information gained from an illustration in “Harriet Tubman, Part II” to demonstrate understanding of the characters, setting, or plot</b></p> <p><b>Interpret information</b> from the Slavery and Freedom T-Chart from the read-aloud “Harriet Tubman, Part I” to discuss what a “journey to freedom” along the Underground Railroad meant to the runaway slaves</p> <p><b>Identify and express physical sensations, mental states, and emotions</b> of themselves, Harriet Tubman, and the enslaved Africans in the read-aloud “Harriet Tubman, Part II”</p>	<p>Prior to listening to “Harriet Tubman, Part II,” predict orally whether Harriet Tubman fights for and wins her freedom, and then compare the actual outcome to the prediction</p> <p>Prior to listening to “Harriet Tubman, Part II,” identify orally what they know and have learned from the previous read-aloud “Harriet Tubman, Part I”</p>	<p>Determine the meaning of multiple-meaning words and phrases, such as <i>flies</i></p> <p>Word Work: <b>value</b></p> <p>Multiple Meaning Word Activity: <b>flies</b></p>	<p>Make personal connections orally about the pros and cons of being rebellious</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: The Controversy over Slavery	<p><b>Interpret information</b> from the North and the South T-Chart to explain the differences between the North and the South as described in the read-aloud “The Controversy Over Slavery”</p> <p><b>Compare and contrast</b> the North and the South</p>	Interpret information presented, and then ask a question beginning with the word <i>what</i> to clarify information in “The Controversy Over Slavery”	Word Work: <b>economy</b>	<p>Write simple sentences to represent details or information from “The Controversy Over Slavery”</p> <p>With assistance, categorize and organize facts and information about the North and the South to answer questions</p> <p>Share writing with others</p>
Lesson 4: Abraham Lincoln	<p><b>Determine the central message</b> in the poem “Lincoln”</p> <p><b>Describe the connection</b> between a series of historical events in Abraham Lincoln’s life, the effect of these events on his views of slavery, and how his views changed the views of others in the read-aloud “Abraham Lincoln”</p>	<p>Summarize orally text from the read-aloud “Abraham Lincoln” using the Flip Book images from the read-aloud</p> <p>Interpret information presented, and then ask a question beginning with the word <i>who</i> to clarify information in “Abraham Lincoln”</p>	<p>Provide antonyms of core vocabulary words, such as <i>expand</i></p> <p>Word Work: <b>expand</b></p>	<p>Write simple sentences to represent details or information from “Abraham Lincoln”</p> <p>Share writing with others</p>
Lesson 5: The Division of the United States	<p><b>Interpret information</b> from a map and map key to understand which states belonged to the Union and which belonged to the Confederacy</p> <p><b>Interpret information</b> from a timeline to sequence some of the important events surrounding the U.S. Civil War</p>	<p>Ask questions to clarify directions for the Map of the Union and Confederacy activity</p> <p>Prior to listening to “The Division of the United States,” orally predict whether the country is pulled apart by differing views on slavery, and then compare the actual outcome to the prediction</p> <p>Prior to listening to “The Division of the United States,” orally identify what they know and have learned about Abraham Lincoln, the North and the South, and differing views regarding slavery</p>	Word Work: <b>Confederacy and Union</b>	<p>Write simple sentences to represent details or information from “The Division of the United States”</p> <p>With assistance, categorize and organize facts and information to write about the differences between the Union and the Confederacy as part of the Civil War Journal activity</p> <p>Share writing with others</p>
<i>Pausing Point</i>				

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: The War Begins		<p>Interpret information presented, and then ask a question beginning with the word where to clarify information in “The War Begins”</p> <p>Recount a personal experience involving the saying “easier said than done” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p>	<p>Determine the meanings of words, such as <i>civilians</i>, by using the root word as a clue</p> <p>Learn common sayings and phrases, such as “easier said than done”</p> <p>Word Work: <b>civilians</b></p> <p>Sayings and Phrases: <b>Easier Said Than Done</b></p>	
Lesson 7: Robert E. Lee	<p><b>Interpret information</b> from the “Somebody Wanted But So Then” chart to describe Robert E. Lee and his role in the U.S. Civil War</p> <p><b>Identify and express physical sensations, mental states, and emotions</b> of themselves, Robert E. Lee and the men who served under him in the Confederacy, and others affected by the U.S. Civil War</p>	<p>Prior to listening to “Robert E. Lee,” identify orally what they know and have learned about the first battle of the U.S. Civil War</p>	<p>Word Work: <b>advisors</b></p>	<p>Write simple sentences to represent details or information from “Robert E. Lee”</p> <p>Share writing with others</p>
Lesson 8: Clara Barton	<p><b>Interpret information</b> from the Timeline to understand when the American Red Cross was established relative to the U.S. Civil War</p> <p><b>Identify and express physical sensations, mental states, and emotions</b> of themselves, Clara Barton, and the wounded she treated</p>	<p>Interpret information presented, and then ask a question beginning with the word who to clarify information in “Clara Barton”</p> <p>Prior to listening to “Clara Barton,” orally predict how the “Angel of the Battlefield” was helpful during the U.S. Civil War, and then compare the actual outcome to the prediction</p> <p>Prior to listening to “Clara Barton,” orally identify what they know and have learned about General Robert E. Lee</p>	<p>Word Work: <b>wounded</b></p>	<p>Write simple sentences to represent details or information from “Clara Barton”</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: The Emancipation Proclamation	<p><b>Interpret information</b> from the Timeline to understand when the Emancipation Proclamation was written relative to when the American Red Cross was established</p> <p><b>Identify and express physical sensations, mental states, and emotions</b> of themselves, Harriet Tubman, and a Union soldier</p>	Prior to listening to "The Emancipation Proclamation," identify orally what they know and have learned about Clara Barton and Abraham Lincoln	Word Work: <b>abolished</b>	Write simple sentences to represent details or information from "The Emancipation Proclamation" Share writing with others
Lesson 10: Ulysses S. Grant	<p><b>Interpret information</b> from the Venn diagram used to <b>compare and contrast</b> Ulysses S. Grant and Robert E. Lee to clarify information from the read-aloud "Ulysses S. Grant"</p> <p><b>Compare and contrast</b> similarities and differences between Ulysses S. Grant and Robert E. Lee</p>	<p>Interpret information presented, and then ask a question beginning with the word who to clarify information in "Ulysses S. Grant"</p> <p>Prior to listening to "Ulysses S. Grant," orally identify what they know and have learned about Robert E. Lee</p>	<p>Provide antonyms of core vocabulary words, such as <i>defeat</i></p> <p>Determine the meaning of multiple-meaning words and phrases, such as <i>post</i></p> <p>Word Work: <b>defeat</b></p> <p>Multiple Meaning Word Activity: <b>post</b></p>	Write simple sentences to represent details or information from "Ulysses S. Grant" Share writing with others
Lesson 11: The End of the War	<p><b>Interpret information</b> using a Brainstorming Links graphic organizer to remember facts about the U.S. Civil War prior to the read-aloud "The End of the War"</p> <p><b>Interpret information</b> from a map and map key to understand which states saw the most U.S. Civil War battles, and where the U.S. Civil War ended with Lee's surrender</p> <p><b>Interpret information</b> from the Timeline to understand when the U.S. Civil War ended relative to the Emancipation Proclamation and the establishment of the American Red Cross</p> <p><b>Identify and express physical sensations, mental states, and emotions</b> of freed slaves and Abraham Lincoln at the end of the U.S. Civil War</p>	<p>Prior to listening to "The End of the War," orally predict how the U.S. Civil War ends, and what happens afterward, and then compare the actual outcome to the prediction</p> <p>Prior to listening to "The End of the War," orally identify what they know and have learned about the U.S. Civil War</p>	<p>Provide antonyms of core vocabulary words, such as <i>united</i></p> <p>Word Work: <b>united</b></p>	Write simple sentences to represent details or information from "The End of the War" Share writing with others

Text Analysis for  
Close Reading /  
Comprehension

Speaking & Listening

Language & Vocabulary

Writing

*Domain Review*

*Domain Assessment*

*Culminating Activities*

## The Human Body

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

*This domain covers a number of topics regarding the human body. This domain first covers concepts regarding cells and how cells form the building blocks of life on Earth. Students are then taught how collections of cells form tissues, and tissues form organs, and finally how organs work within the various body systems. In addition, students are taught about Anton van Leeuwenhoek and his work with the microscope and his discovery of the tiny one-celled bacteria. Students will then hear about the digestive and excretory systems. They will learn the fundamental parts and functions of these two body systems. The narrator of these read-alouds is a nutritionist named Nick Nutri, who reinforces basic facts that students will be learning. The remainder of this domain focuses on the importance of good nutrition and how to make good choices in order to eat a well-balanced diet. Students will be taught five keys to good health— eat well, exercise, sleep, keep clean, and have regular checkups*

	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, why, how), 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>Determine the meaning of 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 2–4</i></p>	<p><i>Use agreed-upon rules for group discussions (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, linking their comments to the remarks of others, 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 in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: The Amazing Human Body	<p><b>Describe the connection</b> between parts of the body and the five senses, as well as the parts of the body and the five major bodily systems in "The Amazing Human Body"</p> <p><b>Interpret information</b> from a chart of the human body to identify various body parts and organs in "The Amazing Human Body"</p> <p><b>Compare and contrast</b> the human body with a machine in "The Amazing Human Body"</p>	Recount a personal experience involving the saying "keep your fingers crossed" with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	<p>Explain the meaning of the saying "keep your fingers crossed" and use in appropriate contexts</p> <p>Word Work: <b>systems</b></p> <p>Sayings and Phrases: <b>Keep Your Fingers Crossed</b></p>	Make personal connections by identifying parts of their own bodies discussed in the read-aloud
Lesson 2: Anton van Leeuwenhoek	<p><b>Describe the connection</b> between the discovery of bacteria and Anton van Leeuwenhoek's use and improvement of the microscope in "Anton van Leeuwenhoek"</p>		Word Work: <b>observations</b>	Make personal connections in documenting observations made examining things with a magnifying glass
Lesson 3: Cells and Tissues	<p><b>Describe the connection</b> between cells and tissues in "Cells and Tissues"</p>		<p>Determine the meaning of the multiple-meaning word <i>tissue</i> in "Cells and Tissues"</p> <p>Identify a new meaning for the word <i>tissue</i> and apply it accurately</p> <p>Word Work: <b>functions</b></p> <p>Multiple Meaning Word Activity: <b>tissue</b></p>	With assistance, categorize and organize facts about cells and tissues to complete an activity that demonstrates the relationship between cells and tissues
Lesson 4: Organs	<p><b>Describe the connection</b> among cells, tissues, and organs in "Organs"</p> <p><b>Interpret information</b> from a model of a cross-section of the stomach to demonstrate the relationship among cells, tissues, and organs in "Organs"</p>		Word Work: <b>nourish</b>	With assistance, categorize and organize facts about cells, tissues, and organs to construct a paper model of the tissues that comprise the stomach
	<i>Pausing Point</i>			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: The Digestive System	<p><b>Describe the series of steps</b> in the digestive process presented in “The Digestive System”</p> <p><b>Interpret information</b> from diagrams of the human body to understand the digestive process</p> <p><b>Sequence five images</b> illustrating the individual steps in the digestive process</p>		<p>Determine the meaning of the new word indigestion formed when the prefix <i>in-</i> is added to <i>digestion</i></p> <p>Word Work: <b>absorb</b></p>	<p>With assistance, categorize and organize facts and information within “The Digestive System” to determine the sequence of events in the digestive process</p>
Lesson 6: The Excretory System	<p><b>Describe the connection</b> between a series of steps in the excretory process in “The Excretory System”</p> <p><b>Interpret information</b> from diagrams of the human body to understand the excretory process</p> <p><b>Compare and contrast</b> the digestive system and the excretory system</p>	<p>Prior to listening to a read-aloud, identify orally what students know and have learned about the digestive system</p>	<p>Word Work: <b>toxic</b></p>	<p>With assistance, categorize and organize facts and information from “The Excretory System” to make a diagram of the excretory system</p>
Lesson 7: Nutrients	<p><b>Describe the connection</b> between nutrients and good health as described in “Nutrients”</p> <p><b>Interpret information</b> from a food groups chart to explain the nutrients that can be obtained from eating from certain food groups</p>	<p>Add drawings about various foods to clarify ideas, thoughts, and feelings about proper nutrition</p>	<p>Word Work: <b>essential</b></p>	<p>Make personal connections in understanding the specific nutrients consumed at breakfast</p> <p>With assistance, categorize and organize facts and information about nutrients to answer questions</p>
Lesson 8: A Well-Balanced Diet	<p><b>Interpret information</b> using a chart made of a paper plate to which photos of various types of food have been affixed in order to describe the nutrients in certain foods</p>	<p>Prior to listening to a read-aloud, orally identify what students know and have learned about nutrients</p>	<p>Determine the meaning of the multiple meaning word <i>skip</i> in “A Well-Balanced Diet”</p> <p>Word Work: <b>variety</b></p> <p>Multiple Meaning Word: <b>skip</b></p>	<p>With assistance, categorize and organize facts and information about nutrition in order to make good food choices</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: A Healthy Human Body	Describe facts that support ways to live a healthy life	<p>Recount a personal experience involving the saying “get up on the wrong side of the bed” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Prior to listening to a read-aloud, orally identify what students know and have learned about the various body systems and how they keep us healthy</p>	<p>Learn the meaning of common sayings and phrases such as to “get up on the wrong side of the bed”</p> <p>Word Work: <b>recovery</b></p> <p>Sayings and Phrases: <b>Get Up on the Wrong Side of the Bed</b></p>	Make personal connections in writing about how to begin the day, how to promote health, and how to end the day
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Immigration

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

*This domain will introduce students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students will learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920. They will discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. These basic facts about immigration will help students further their awareness of U.S. history. Learning about immigration in the United States is also an opportunity for students to find out more about their family history and what brought them and/or their ancestors to the United States.*

	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, why, how), 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 a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud</p> <p>Determine the meaning of 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 2–4</p>	<p>Use agreed-upon rules for group discussions (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, linking their comments to the remarks of others, 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>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</p>	<p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: E Pluribus Unum	<p><b>Identify push and pull factors that support the author's points</b> about why people immigrate</p> <p><b>Identify how they would feel</b> if they had to emigrate from their home country</p>	<p>Ask a question to clarify the directions for an extension activity</p> <p>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to "E Pluribus Unum"</p> <p>Share their puzzle piece drawing and sentence with others</p>	<p>Use word parts to determine the meaning of the unknown Latin phrase <i>e pluribus unum</i></p> <p>Word Work: <b>immigrants</b></p>	<p>Make personal connections to familiar foods brought to the United States by immigrants from other countries</p> <p>Make personal connections to the experiences described in "E Pluribus Unum" of people leaving their home country and moving to another country</p>
Lesson 2: A Little Giant Comes to America	<p><b>Identify push factors that support the author's points</b> about why Charles Steinmetz left Germany</p>	<p>Summarize how push and pull factors caused people in other countries to immigrate to the United States</p> <p>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to "A Little Giant Comes to America"</p> <p>Prior to listening to "A Little Giant Comes to America," identify, orally, what they know and have learned about <i>e pluribus unum</i>, the term <i>immigrant</i>, and push and pull factors</p> <p>Share their puzzle piece drawing and sentence with others</p>	<p>Explain the meaning of "don't judge a book by its cover" and use in appropriate contexts</p> <p>Word Work: <b>opportunity</b></p> <p>Sayings and Phrases: <b>Don't Judge a Book by Its Cover</b></p>	<p>Make personal connections to the contributions that Charles Steinmetz made to the United States and our lives today</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 3: Life in the City	<p>Describe how Marie responds to the changes in her life brought on by her family's immigration</p> <p><b>Use information</b> gained from the <b>illustrations</b> and words in "Life in the City" to demonstrate understanding of Marie and her new life as an immigrant in the city</p> <p><b>Identify reasons</b> given in the text that support the author's point that many immigrants chose to live in big cities</p> <p><b>Compare and contrast</b> Marie's old life in Italy with her new life in America</p> <p>Identify how they would feel about living in a big city as a new immigrant to the United States</p>	<p>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to "Life in the City"</p> <p>Prior to listening to "Life in the City," identify orally what they know and have learned about Charles Steinmetz's immigration to the United States</p> <p>Share their puzzle piece drawing and sentence with others</p>	<p>Identify meanings for the word <i>coast</i> and apply them accurately</p> <p>Word Work: <b>traditional</b></p> <p>Multiple Meaning Word Activity: <b>coast</b></p>	<p>Make real-life connections between the word <i>traditional</i> and its use in "Life in the City" and traditional foods, clothing, and customs found in their homes and communities</p>
Lesson 4: From Ireland to New York City	<p><b>Use information</b> gained from <b>illustrations</b> and words in "From Ireland to New York City" to demonstrate understanding of Aunt Cathleen's belief that the United States is a "land of opportunity"</p> <p>Identify how they would feel if, like Uncle Brendan, old friends and neighbors from their home country unexpectedly appeared</p>	<p>Ask and answer a who question to deepen understanding of what they heard in "From Ireland to New York City"</p> <p>Add a drawing to a puzzle piece to clarify ideas, thoughts, and feelings related to "Life in the City"</p> <p>Prior to listening to "From Ireland to New York City," identify orally what they know and have learned about immigrants and the immigration processing centers</p> <p>Share their puzzle piece drawing and sentence with others</p>	<p>Determine the meaning of the word <i>emigrate</i> from knowledge of the words <i>immigrate</i> and <i>immigrant</i></p> <p>Word Work: <b>afford</b></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 5: Gold Mountain	<p>Use information gained from the illustrations and words in “Gold Mountain” to demonstrate understanding of Lin Wen’s and his father’s decisions and views</p> <p>Identify reasons given in the text that support the author’s point that some European Americans were hostile to Chinese immigrants</p> <p>Compare and contrast the new lives of Chinese immigrants like Lin Wen as described in “Gold Mountain” and Irish immigrants like Fiona and Sean as described in “From Ireland to New York City”</p> <p>Identify how they would feel if, similar to the way Lin Wen and other Chinese immigrants were treated, people in their new country were hostile to them</p>	<p>Recount a personal experience involving the saying “turn over a new leaf” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “Gold Mountain”</p> <p>Prior to listening to “Gold Mountain,” identify orally what they know and have learned about Irish immigration, the U.S. immigration processing centers, and related geography</p> <p>Share their puzzle piece drawing and sentence with others</p>	<p>Distinguish between and categorize examples of situations that illustrate the word <i>exhausting</i> and those that illustrate its antonym <i>refreshing</i></p> <p>Explain the meaning of “turn over a new leaf” and use in appropriate contexts</p> <p>Word Work: exhausting</p> <p>Sayings and Phrases: <b>Turn Over a New Leaf</b></p>	
Lesson 6: A Land of Opportunity	<p>Use information gained from the illustrations and words in “A Land of Opportunity” to demonstrate understanding of Lars’s and Karin’s feelings about owning their own land</p> <p>Compare and contrast the new lives of immigrants to the Midwest like the Anderssons as described in “A Land of Opportunity” and Chinese immigrants like Lin Wen and his father as described in “Gold Mountain”</p> <p>Identify how they would feel about living in a big city or in the countryside as a new immigrant to the United States</p>	<p>Recount a personal experience related to the word support and its use in “A Land of Opportunity”</p> <p>Add a drawing to illustrate the word support to clarify ideas, thoughts, and feelings</p> <p>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “A Land of Opportunity”</p> <p>Prior to listening to “A Land of Opportunity,” orally predict how living in the countryside as an immigrant might be different from living in the city, and then compare to descriptions heard in the read-aloud</p> <p>Share their puzzle piece drawing and sentence with others</p>	<p>Identify new meanings for the word <i>land</i> and apply them accurately</p> <p>Word Work: <b>support</b></p> <p>Multiple Meaning Word Activity: <b>land</b></p>	
	<i>Pausing Point</i>			

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 7: A Mosaic of Immigrants	<p>Interpret information from map images about early immigration to America and modern immigration to the United States</p> <p>Identify how they would feel as a newcomer to the United States who might consider moving to an ethnic neighborhood</p>	<p>Through discussion and an acting activity, summarize information learned about immigrant settlers as heard in read-alouds throughout the <i>Immigration</i> domain</p> <p>Prior to listening to “A Mosaic of Immigrants,” orally identify what they know and have learned about immigration</p>	Word Work: settlers	<p>As a class, plan and draft a narrative letter written by a new immigrant to family members in their homeland and that tells them what life is like in the United States</p> <p>With guidance and support from adults and peers, focus on writing a letter and strengthen it as needed by revising and editing</p> <p>Participate in shared brainstorming of ideas about immigration after listening to several read-alouds and produce a letter as a class</p> <p>Make personal connections to newcomers to the United States who choose to live in ethnic neighborhoods with others from their home countries</p>
Lesson 8: Becoming a Citizen	<p>Use information gained from the illustrations and words in “Becoming a Citizen” to demonstrate understanding that President Ford might think <i>e pluribus unum</i> is a good motto for the United States</p> <p>Identify reasons that support the author’s points about immigrants’ desires to become naturalized citizens of the United States</p>	<p>Prior to listening to “Becoming a Citizen,” orally identify what they know and have learned about immigration</p>	Word Work: naturalized citizen	<p>Draft a narrative letter written by a new immigrant to family members in their homeland that tells them what life is like in the United States</p> <p>With guidance and support from adults and peers, focus on writing a letter and strengthen it as needed by revising and editing</p> <p>With assistance, categorize particular examples as situations in which a person is or is not a naturalized citizen</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 9: We the People	Compare and contrast similarities and differences between the rights citizens are given by the U.S. Constitution and the lack of those rights that some people experienced in their homelands as heard in read-alouds in this domain	Ask and answer a <i>what</i> question to deepen understanding of what they heard in “We the People”	Use known words to determine meanings of unknown words formed when the prefix <i>dis-</i> is added to a known word, such as <i>agreements/disagreements</i> Word Work: <b>disagreements</b>	Participate in shared brainstorming of ideas as they write and amend a “Classroom Constitution” after listening to “We the People” Make personal connections to the U.S. Constitution and the writing of a Classroom Constitution Make personal connections to the process of creating amendments and the process called “consent of the governed” as they amend and vote on the Classroom Constitution
Lesson 10: Immigration and Citizenship	Identify reasons and facts that support the author’s points about the responsibilities of becoming a naturalized citizen of the United States	Identify how they feel when they hear “The Star-Spangled Banner” and how they might feel hearing this song if they were an immigrant to the United States	Identify meanings of the word <i>run</i> Word Work: <b>guaranteed</b>	Make personal connections to responsibilities that they may have at home Make personal connections to a time they may have gone with a family member or adult friend who went to vote Make personal connections to what life would be like in the United States if the U.S. Constitution did not guarantee freedom of religion and freedom of speech
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Fighting for a Cause

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

*This domain will introduce students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. Students will learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. Each of these individuals struggled for a cause, their struggles later helped change many laws, and they all practiced nonviolence. These historical figures also had an impact on the ability of others in our nation to exercise their individual rights. Students will understand the connection between ideas and actions, and how ordinary people can do extraordinary things, changing people's awareness throughout an entire country. Students will also learn the terms civil rights and human rights, and what these terms mean.*

	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, why, how), 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>Determine the meaning of 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 2–4</i></p>	<p><i>Use agreed-upon rules for group discussions (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, linking their comments to the remarks of others, 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 in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 1: People Who Fought for a Cause	<p>Describe how words and phrases supply meaning in poems, including free verse poems</p> <p>Describe the connection between the exclusion of certain groups from their civil rights and the creation of a civil rights movement</p>	<p>Ask and answer <i>why</i> questions orally, requiring literal recall and understanding of the details or facts from “People Who Fought for a Cause”</p> <p>Recount a personal experience applicable to the saying “don’t cry over spilled milk” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p>	<p>Explain the meaning of “don’t cry over spilled milk” and use in appropriate contexts</p> <p>Word Work: <b>courage</b></p> <p>Sayings and Phrases: <b>Don’t Cry Over Spilled Milk</b></p>	
Lesson 2: Susan B. Anthony: An Advocate for Women’s Rights	<p>Describe how words and phrases supply meaning in a free verse poem about Susan B. Anthony</p> <p>Interpret information from a timeline associated with “Susan B. Anthony: An Advocate for Women’s Rights,” and explain how the timeline clarifies information in the read-aloud</p>	<p>Prior to listening to “Susan B. Anthony: An Advocate for Women’s Rights,” orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony</p>	<p>Word Work: <b>ballots</b></p>	<p>Plan, draft, and edit a free verse poem in which they provide their opinion about Susan B. Anthony’s achievements</p> <p>With assistance, organize facts and information from “Susan B. Anthony: An Advocate for Women’s Rights” into a timeline to answer questions</p>
Lesson 3: Eleanor Roosevelt: A Voice for Human Rights	<p>Describe how words and phrases supply meaning in a free verse poem about Eleanor Roosevelt</p> <p>Interpret information from a timeline associated with “Eleanor Roosevelt: A Voice for Human Rights,” and explain how the timeline clarifies information in the read-aloud</p> <p>Identify and express why Eleanor thought that helping to write the Universal Declaration of Human Rights was her greatest achievement</p>	<p>Recount a personal experience applicable to the saying “two heads are better than one” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Add drawings to descriptions of something that is admirable to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Eleanor Roosevelt: A Voice for Human Rights,” orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony</p>	<p>Explain the meaning of “two heads are better than one” and use in appropriate contexts</p> <p>Word Work: <b>admirable</b></p> <p>Sayings and Phrases: <b>Two Heads Are Better Than One</b></p>	<p>Plan, draft, and edit a free verse poem in which they provide their opinion about Eleanor Roosevelt’s achievements</p> <p>With assistance, organize facts and information from “Eleanor Roosevelt: A Voice for Human Rights” into a timeline to answer questions</p> <p>Share writing with others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p><b>Lesson 4:</b> Mary McLeod Bethune: A Dedicated Teacher</p>	<p><b>Describe how words and phrases supply meaning</b> in a free verse poem about Mary McLeod Bethune</p> <p><b>Describe the connection</b> between the exclusion of African American men from the right to vote and Mary's efforts to teach them to read and write</p> <p><b>Interpret information</b> from a timeline associated with "Mary McLeod Bethune: A Dedicated Teacher," and explain how the timeline clarifies information in the read-aloud</p> <p>Identify and express how Mary McLeod Bethune must have felt when people tried to intimidate her into ending her efforts to educate African American girls</p>	<p>Retell important facts and information from "Mary McLeod Bethune: A Dedicated Teacher"</p> <p>Ask and answer <i>what</i> questions orally, requiring literal recall and understanding of the details or facts from "Mary McLeod Bethune: A Dedicated Teacher"</p> <p>Add drawings to descriptions of something that makes them feel proud Prior to listening to "Mary McLeod Bethune: A Dedicated Teacher," orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights</p>	<p>Identify new meanings for the word <i>pool</i> and apply them accurately</p> <p>Word Work: <b>proud</b></p> <p>Multiple Meaning Word Activity: <b>pool</b></p>	<p>Plan, draft, and edit a free verse poem in which they provide their opinion about Mary McLeod Bethune's achievements</p> <p>Make a personal connection to how it must have felt when people tried to intimidate Mary and her students to scare them away</p> <p>With assistance, organize facts and information from "Mary McLeod Bethune: A Dedicated Teacher" into a timeline to answer questions</p>
<p><b>Lesson 5:</b> Jackie Robinson: Champion of Equality</p>	<p><b>Describe how words and phrases supply meaning</b> in a free verse poem about Jackie Robinson</p> <p><b>Interpret information</b> from a timeline associated with "Jackie Robinson: Champion of Equality" and explain how the timeline clarifies information in the read-aloud</p> <p>Identify and express how Jackie Robinson must have felt the day he finally played for the Brooklyn Dodgers</p>	<p>Retell important facts and information from "Jackie Robinson: Champion of Equality" by acting out a scene from the read-aloud</p> <p>Ask and answer <i>who</i> questions orally, requiring literal recall and understanding of the details or facts from "Jackie Robinson: Champion of Equality"</p> <p>Add drawings to descriptions of a scene from a read-aloud about an individual who fought for a cause to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to "Jackie Robinson: Champion of Equality," orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights</p>	<p>Distinguish shades of meaning among closely related verbs such as <i>challenge</i>, <i>question</i>, and <i>doubt</i>, and among the verbs <i>accept</i>, <i>believe</i>, and <i>trust</i></p> <p>Word Work: <b>challenge</b></p>	<p>Plan, draft, and edit a free verse poem in which they provide their opinion about Jackie Robinson's achievements</p> <p>With assistance, organize facts and information from "Jackie Robinson: Champion of Equality" into a timeline to answer questions</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>Pausing Point</i>			
<p><b>Lesson 6:</b> Rosa Parks: The Mother of the Civil Rights Movement</p>	<p><b>Describe how words and phrases supply meaning</b> in a free verse poem about Rosa Parks</p> <p><b>Describe the connection</b> between Rosa Parks's actions on the bus and the start of the civil rights movement</p> <p><b>Interpret information</b> from a timeline associated with "Rosa Parks: The Mother of the Civil Rights Movement" and explain how the timeline clarifies information in the read-aloud</p> <p><b>Contrast</b> life in the United States before the civil rights movement and after</p> <p>Identify and express why Rosa Parks refused to move to a different seat on the bus when asked to do so</p>	<p>Prior to listening to "Rosa Parks: The Mother of the Civil Rights Movement," orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights</p>	<p>Identify new meanings for the word chapter and apply them accurately</p> <p>Word Work: <b>boycott</b></p> <p>Multiple Meaning Word Activity: <b>chapter</b></p>	<p>Plan, draft, and edit a free verse poem in which they provide their opinion about Rosa Parks' achievements</p> <p>With assistance, organize facts and information from "Rosa Parks: The Mother of the Civil Rights Movement" into a timeline to answer questions</p>
<p><b>Lesson 7:</b> Martin Luther King Jr.: Defender of the Dream</p>	<p><b>Describe how words and phrases supply meaning</b> in a free verse poem about Martin Luther King Jr.</p> <p><b>Identify the main topic</b> of the read-aloud "Martin Luther King Jr.: Defender of the Dream" Describe the connection among Martin Luther King Jr., Rosa Parks, and the Montgomery Bus Boycott</p> <p><b>Interpret information</b> from a timeline associated with "Martin Luther King Jr.: Defender of the Dream," and explain how the timeline clarifies information in the read-aloud</p> <p>Identify and express how African Americans might have felt when segregation was declared illegal</p>	<p>Prior to listening to "Martin Luther King Jr.: Defender of the Dream," orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights</p>	<p>Use knowledge of the words <i>extra</i> and <i>ordinary</i> to predict the meaning of <i>extraordinary</i></p> <p>Word Work: <b>extraordinary</b></p>	<p>Plan, draft, and edit a free verse poem in which they provide their opinion about Martin Luther King Jr.'s achievements</p> <p>With assistance, organize facts and information from "Martin Luther King Jr.: Defender of the Dream" into a timeline to answer questions</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<b>Lesson 8:</b> Cesar Chavez: Protector of Workers' Rights	Describe how words and phrases supply meaning in a free verse poem about Cesar Chavez  Interpret information from a timeline associated with "Cesar Chavez: Protector of Workers' Rights," and explain how the timeline clarifies information in the read-aloud  Identify and express why the activists thought the right to vote was so important	Prior to listening to "Cesar Chavez: Protector of Workers' Rights," orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights	Word Work: <b>plight</b>	Plan, draft, and edit a free verse poem in which they provide their opinion about Cesar Chavez's achievements  With assistance, organize facts and information from "Cesar Chavez: Protector of Workers' Rights" into a timeline to answer questions
<b>Lesson 9:</b> Celebrating Those Who Fought for a Cause	Identify the main purpose of "Celebrating Those Who Fought for a Cause," including what the author wants to explain  Describe the reasons the author of "Celebrating Those Who Fought for a Cause" gives to support certain statements in the read-aloud	Prior to listening to "Celebrating Those Who Fought for a Cause," orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights	Word Work: <b>obstacles</b>	With guidance and support from adults and peers, focus on their free verse poems and strengthen writing as needed by revising and editing  With guidance and support from adults, use a variety of digital tools to produce and publish their free verse poems
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			