

CKLA—Sequence Correlation: Grade 1

Sequence Content

CKLA?

Domain or Unit

Language Arts

I. Listening and Speaking

A. Classroom Discussion

Understand and use language to express spatial and temporal relationships (<i>up, down, first, last, before, after</i> , etc.).	✓	Fables and Stories
	✓	Early World Civilizations
	✓	Early American Civilizations
	✓	Fairy Tales
	✓	A New Nation
	✓	Frontier Explorers
	✓	Unit 3
	✓	Unit 6
Participate in age appropriate activities involving listening and speaking.	✓	<i>All domains and units</i>
Speak clearly with volume appropriate to the setting.	✓	<i>All domains and units</i>
Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.	✓	<i>All domains</i>
Ask questions to clarify conversations, directions, exercises, and/or classroom routines.	✓	Fables and Stories
	✓	Early World Civilizations
	✓	Early American Civilizations
	✓	Astronomy
	✓	A New Nation
	✓	Frontier Explorers
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>All domains</i>
Identify and express physical sensations, mental states, and emotions of self and others.	✓	Fables and Stories
	✓	Different Lands, Similar Stories
	✓	Early World Civilizations
	✓	Astronomy
	✓	The History of the Earth
	✓	Animals and Habitats
	✓	Fairy Tales
	✓	A New Nation
	✓	Frontier Explorers
	✓	<i>All units</i>
Understand and use narrative language to describe people, places, things, locations, events, actions.	✓	<i>All domains</i>

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Sequence Content	CKLA?	Domain or Unit
Language Arts		
I. Listening and Speaking		
A. Classroom Discussion (cont.)		
Understand and use common sayings and phrases such as “Hit the nail on the head” and “Let the cat out of the bag” (see page 34 of the CK Sequence).	✓	Fables and Stories
	✓	The Human Body
	✓	Different Lands, Similar Stories
	✓	Early World Civilizations
	✓	Early American Civilizations
	✓	Astronomy
	✓	Animals and Habitats
	✓	Fairy Tales
	✓	A New Nation
	✓	Frontier Explorers
B. Presentation of Ideas and Information		
Follow multi-step, oral directions.	✓	<i>All domains and units</i>
Give simple directions.	X	
Provide simple explanations.	✓	<i>All domains and units</i>
Recite a nursery rhyme, poem or song independently, using appropriate eye contact, volume and clear enunciation.	✓	The Human Body
Give oral presentations about personal experiences, topics of interest, and/or stories, using appropriate eye contact, volume and clear enunciation.	✓	Fables and Stories
	✓	The Human Body
	✓	Different Lands, Similar Stories
	✓	Fairy Tales
C. Comprehension and Discussion of Read-Alouds—All Texts		
Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.	✓	<i>All domains</i>
Distinguish the following genres of literature: fiction, nonfiction and drama.	✓	Fables and Stories
	✓	Different Lands, Similar Stories
	✓	Fairy Tales
Describe illustrations.	✓	<i>All domains</i>
Sequence four to six pictures illustrating events in a read-aloud.	✓	Fables and Stories
	✓	The Human Body
	✓	Different Lands, Similar Stories
	✓	Early American Civilizations
	✓	Fairy Tales
	✓	A New Nation
	✓	<i>All domains</i>
Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc.	✓	<i>All domains</i>
Retell key details.	✓	<i>All domains</i>
Ask questions to clarify information in a read-aloud.	✓	<i>All domains</i>
Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.	✓	<i>All domains</i>
Understand and use words and phrases heard in read-alouds.	✓	<i>All domains</i>
Compare and contrast similarities and differences within a single read-aloud or	✓	<i>All domains</i>

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Language Arts

I. Listening and Speaking

C. Comprehension and Discussion of Read-Alouds—All Texts (cont.)

Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.

- ✓ Fables and Stories
- ✓ Different Lands, Similar Stories
- ✓ Early World Civilizations
- ✓ Early American Civilizations
- ✓ Astronomy
- ✓ The History of the Earth
- ✓ Animals and Habitats
- ✓ Fairy Tales
- ✓ A New Nation
- ✓ Frontier Explorers

Prior to listening to a read-aloud, identify what they know and have learned that may be

- ✓ *All domains*

Use pictures accompanying the read-aloud to check and support understanding of the

- ✓ *All domains*

Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.

- ✓ Fables and Stories
- ✓ The Human Body
- ✓ Early World Civilizations
- ✓ Early American Civilizations
- ✓ Astronomy
- ✓ Animals and Habitats
- ✓ Fairy Tales
- ✓ A New Nation
- ✓ Frontier Explorers

Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.

- ✓ *All domains*

Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.

- ✓ *All domains*

Identify who is telling a story or providing information in a text.

- ✓ Fables and Stories
- ✓ The Human Body
- ✓ Early World Civilizations
- ✓ A New Nation
- ✓ Fairy Tales

D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry

Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.

- ✓ Fables and Stories
- ✓ Different Lands, Similar Stories
- ✓ Fairy Tales

Compare and contrast characters from different stories.

- ✓ Fables and Stories
- ✓ Different Lands, Similar Stories
- ✓ Fairy Tales

Change some story events and provide a different story ending.

- ✓ Fables and Stories
- ✓ Different Lands, Similar Stories

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Language Arts

I. Listening and Speaking

D. Comprehension and Discussion of Read-Alouds—Fiction, Drama, and Poetry (cont.)

Create and tell an original story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.	✓	Different Lands, Similar Stories
	✓	Fairy Tales
Distinguish fantasy from realistic text in a story.	✓	Fables and Stories
	✓	Different Lands, Similar Stories
	✓	Fairy Tales
Identify the moral or lesson of a fable, folktale, or myth.	✓	Fables and Stories
	✓	Different Lands, Similar Stories
	✓	Fairy Tales
Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.	✓	Fables and Stories
	✓	Different Lands, Similar Stories
	✓	Early World Civilizations
	✓	Fairy Tales
Identify sensory language and how it is used to describe people, objects, places and events.	✓	Different Lands, Similar Stories
	✓	Fairy Tales

E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text

Generate questions and seek information from multiple sources to answer questions.	✓	The Human Body
	✓	Early American Civilizations
	✓	The History of the Earth
	✓	Animals and Habitats
	✓	A New Nation
	✓	Frontier Explorers
Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.	✓	The Human Body
	✓	Early World Civilizations
	✓	Early American Civilizations
	✓	Astronomy
	✓	The History of the Earth
	✓	Animals and Habitats
	✓	A New Nation
	✓	Frontier Explorers
With assistance, categorize and organize facts and information within a given topic.	✓	Fables and Stories
	✓	The Human Body
	✓	Early World Civilizations
	✓	Early American Civilizations
	✓	Astronomy
	✓	The History of the Earth
	✓	Animals and Habitats
	✓	Fairy Tales
	✓	A New Nation
	✓	Frontier Explorers

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Language Arts

I. Listening and Speaking

E. Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text (cont.)

With assistance, create and interpret timelines and lifelines related to read-alouds.

✓

Early World Civilizations

✓

Early American Civilizations

✓

A New Nation

✓

Frontier Explorers

Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events.

✓

Different Lands, Similar Stories

✓

Early World Civilizations

✓

Early American Civilizations

✓

Astronomy

✓

The History of the Earth

✓

Fairy Tales

✓

A New Nation

✓

Frontier Explorers

II. Reading

A. Print Awareness

Demonstrate understanding that what is said can be written and that the writing system is a way of writing down sounds.

✓

All units

Demonstrate understanding of directionality (left to right, return sweep, top to bottom, front to back).

✓

All units

Identify the parts of books and function of each part (front cover, back cover, title page, table of contents).

✓

All units

Demonstrate correct book orientation by holding book correctly and turning pages.

✓

All units

Recognize that sentences in print are made up of separate words.

✓

All units

Understand that words are separated by spaces.

✓

All units

Distinguish letters, words, sentences, and stories.

✓

All units

Demonstrate understanding of basic print conventions by tracking and following print word for word when listening to text read aloud.

✓

All units

Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in the spoken word.

✓

All units

Recognize and name the 26 letters of the alphabet in both their upper-case and lower-case forms.

✓

All units

Say the letters of the alphabet in order, either in song or recitation.

✓

Unit 1

B. Phonemic Awareness

Indicate whether a target phoneme is or is not present in the initial/medial/final position of a spoken word, e.g., hear /m/ at the beginning of *mat* and /g/ at the end of *bag*.

✓

Unit 1

✓

Unit 2

✓

Unit 3

✓

Unit 4

✓

Unit 5

✓

Unit 7

Given a spoken word, produce another word that rhymes, e.g., given *hit*, supply *bit* or *mitt*.

✓

Unit 3

Segment a spoken word into phonemes, e.g., given *bat*, produce the segments /b/ /a/ /t/.

✓

All units

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Language Arts

II. Reading

B. Phonemic Awareness (cont.)

Orally blend two to three sounds to form a word, e.g., given the sounds /k/... /a/.../t/, blend to make *cat*.

✓ Unit 1

✓ Unit 2

✓ Unit 3

✓ Unit 4

✓ Unit 5

✓ Unit 7

Recognize the same phoneme in different spoken words, e.g., /b/ in *ball*, *bug*, and *big*.

✓ All units

Listen to one-syllable words and tell the beginning or ending sounds, e.g., given *dog*, identify initial /d/ or final /g/.

✓ Unit 2

✓ Unit 3

✓ Unit 4

✓ Unit 5

✓ Unit 7

Demonstrate understanding that words are made up of sequences of sounds.

✓ All units

Demonstrate understanding that vowel sounds are produced with the mouth open and airflow unobstructed, whereas consonant sounds involve closing parts of the mouth and blocking the air flow.

✓ Unit 1

✓ Unit 2

✓ Unit 3

✓ Unit 4

✓ Unit 7

Given a pair of spoken words, select the one that is longer (i.e., contains more phonemes).

✓ Unit 4

✓ Unit 6

✓ Unit 7

In riddle games, supply words that begin with a target phoneme.

✓ Unit 2

✓ Unit 3

✓ Unit 4

✓ Unit 5

Identify whether pairs of phonemes are the same or different, including pairs that differ only in voicing, e.g., /b/ and /p/.

✓ Unit 1

✓ Unit 3

✓ Unit 4

✓ Unit 5

Identify the number of syllables in a spoken word.

✓ Unit 4

✓ Unit 6

✓ Unit 7

C. Phonics: Decoding and Encoding

Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in *cats* and /z/ as in *dogs*.

✓ Unit 3

✓ Unit 5

✓ Unit 6

Read, understand, and write contractions, i.e., *isn't*, *I'm*, *can't*, etc.

✓ Unit 4

✓ Unit 5

✓ Unit 7

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Language Arts		
II. Reading		
C. Phonics: Decoding and Encoding (cont.)		
Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).	✓	<i>All units</i>
Blend individual phonemes to pronounce printed words.	✓	<i>All units</i>
Understand that sometimes two or more printed letters stand for a single sound.	✓	<i>All units</i>
Read one to two syllable words containing any of the grapheme-phoneme	✓	<i>All units</i>
Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est.	✓	Unit 1
	✓	Unit 3
	✓	Unit 4
	✓	Unit 5
	✓	Unit 6
	✓	Unit 7
Sort and classify words according to the spelling used to represent a specific phoneme.	✓	<i>All units</i>
Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid.	✓	<i>All units</i>
Read at least 30 words generally identified as high frequency words.	✓	<i>All units</i>
Consonant sounds and spellings taught in first grade:	✓	Unit 1
	✓	Unit 4
	✓	Unit 5
	✓	Unit 6
Vowel sounds and spellings taught in first grade:	✓	Unit 1
	✓	Unit 2
	✓	Unit 3
	✓	Unit 4
	✓	Unit 7
D. Oral Reading and Fluency		
Read decodable stories that incorporate the specific code knowledge that has been taught.	✓	<i>All units</i>
Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (50 wpm by the end of the year).	✓	<i>All units</i>
Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓	<i>All units</i>
Demonstrate understanding of and use commas and end punctuation while reading orally.	✓	<i>All units</i>
Read aloud, alone, or with a partner at least 15 minutes each day	✓	<i>All units</i>
E. Reading Comprehension—All Texts		
Identify words that link ideas, i.e., <i>for example, also, in addition</i> .	✓	Unit 3
	✓	Unit 5
Identify temporal words that link and sequence events, i.e., <i>first, next, then</i> , etc.	✓	Unit 3
	✓	Unit 6
Demonstrate understanding of completely decodable text after reading independently.	✓	<i>All units</i>

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Language Arts

II. Reading

E. Reading Comprehension—All Texts (cont.)

Sequence four to six pictures illustrating events from a text that has been read independently.

X

Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.

✓

All units

Retell key details from a text that has been read independently.

✓

All units

Ask questions to clarify information about a text that has been read independently.

✓

All units

Use narrative language to describe people, places, things, locations, events, actions, a scene or facts from a text that has been read independently.

✓

All units

Identify basic text features and what they mean, including title, table of contents, and chapters.

✓

All units

Understand and use words and phrases from a text that has been read independently.

✓

All units

Compare and contrast similarities and differences within a single text or between multiple texts read independently.

✓

Unit 6

✓

Unit 7

Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.

✓

Unit 4

✓

Unit 5

✓

Unit 6

Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.

X*

Use pictures accompanying the written text to check and support understanding.

✓

All units

Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.

✓

Unit 2

✓

Unit 7

Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.

✓

All units

Identify who is telling a story or providing information in a text.

✓

Unit 1

✓

Unit 5

F. Reading Comprehension—Fiction, Drama, and Poetry

Retell or dramatize a story, using narrative language to describe characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.

✓

Unit 2

✓

Unit 3

✓

Unit 6

✓

Unit 7

Compare and contrast characters from different stories.

X

Change some story events and provide a different story ending.

✓

Unit 3

Distinguish fantasy from realistic text in a story.

✓

Unit 4

Identify the moral or lesson of a fable, folktale, or myth.

✓

Unit 3

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II. Reading

F. Reading Comprehension—Fiction, Drama, and Poetry (cont.)

Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.

✓ Unit 2

✓ Unit 3

✓ Unit 5

✓ Unit 6

✓ Unit 7

Identify sensory language and how it is used to describe people, objects, places and events.

✓ Unit 4

✓ Unit 5

✓ Unit 6

G. Reading Comprehension—Nonfiction and Informational Text

With assistance, create and interpret timelines and lifelines related to text read independently.

X

Distinguish text that describes events that happened long ago from text that describes contemporary or current events.

X

III. Writing

A. Writing: General Skills

Add details to writing.

✓ Fables and Stories

✓ Early World Civilizations

✓ Early American Civilizations

✓ Fairy Tales

✓ A New Nation

✓ Frontier Explorers

✓ Unit 3

✓ Unit 4

✓ Unit 5

✓ Unit 6

✓ Unit 7

Begin to use tools, including technology, to plan, draft, and edit writing.

✓ Fables and Stories

✓ Fairy Tales

✓ Unit 4

✓ Unit 5

✓ Unit 6

✓ Unit 7

Gather information from experiences or provided text sources.

✓ *All domains*

✓ Unit 4

✓ Unit 6

✓ Unit 7

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III. Writing

B. Narrative Writing

Write or retell a story that includes characters, setting(s), and a beginning, a middle and an end to events of the story in proper sequence.

✓ Fables and Stories

✓ Fairy Tales

✓ Unit 3

✓ Unit 6

Write a descriptive paragraph using sensory language.

✓ Unit 4

Create a title and an ending that are relevant to the narrative.

✓ Fables and Stories

✓ Fairy Tales

✓ Unit 3

✓ Unit 4

✓ Unit 6

C. Informative/Explanatory Writing

Write about a topic, including a beginning and ending sentence, facts and examples relevant to the topic, and specific steps (if writing explanatory text).

✓ Different Lands, Similar Stories

✓ Early American Civilizations

✓ The History of the Earth

✓ Animals and Habitats

✓ A New Nation

✓ Unit 4

✓ Unit 7

D. Persuasive Writing (Opinion)

Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion using the linking word because.

✓ Fables and Stories

✓ The History of the Earth

✓ Fairy Tales

✓ Frontier Explorers

✓ Unit 3

✓ Unit 5

Create a title that is relevant to the topic or subject of the text.

✓ Unit 5

If writing about a specific book or read-aloud, refer to the content of the text.

✓ Fables and Stories

✓ The History of the Earth

✓ Fairy Tales

✓ Frontier Explorers

✓ Unit 3

✓ Unit 5

IV. Language Conventions

A. Language Conventions: Broad Conventions

Form letters, words, phrases and sentences to communicate thoughts and ideas.

✓ *All units*

Apply basic spelling conventions.

✓ *All units*

Use basic capitalization and punctuation in sentences to convey meaning.

✓ *All units*

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IV. Language Conventions

B. Handwriting and Spelling

Write phonemically plausible spellings for words that cannot be spelled correctly with current code knowledge, e.g., write *ate* for *eight*, *boi* for *boy*, *fone* for *phone*.

✓

All units

Print from memory the 26 letters of the alphabet accurately in both their upper-case and lower-case forms.

✓

All units

Write on primary lined paper from left to right, staying within the lines and leaving spaces between words, and from top to bottom, using return sweep.

✓

All units

Write words, phrases, and sentences from dictation, applying phonics knowledge.

✓

Unit 1

✓

Unit 2

✓

Unit 3

✓

Unit 4

✓

Unit 5

✓

Unit 6

Identify and use synonyms and antonyms.

✓

Fables and Stories

✓

Early American Civilizations

✓

Astronomy

✓

Animals and Habitats

✓

Fairy Tales

✓

A New Nation

✓

Frontier Explorers

✓

Unit 1

C. Parts of Speech and Sentence Structure

Recognize, identify and use subject, object, and possessive pronouns, i.e., *I*, *me*, *my*, *they*, *them*, orally, in written text and in own writing.

✓

Early World Civilizations

✓

Early American Civilizations

✓

Astronomy

✓

Unit 1

✓

Unit 2

✓

Unit 3

✓

Unit 4

✓

Unit 6

✓

Unit 7

Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.

✓

All units

Recognize, identify and use regular verbs to convey a sense of past, present, and future tense orally, in written text, and in own writing.

✓

A New Nation

✓

Unit 3

✓

Unit 4

✓

Unit 5

✓

Unit 6

✓

Unit 7

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Language Arts

IV. Language Conventions

C. Parts of Speech and Sentence Structure (cont.)

Recognize, identify, and use adjectives orally, in written text, and in own writing.

✓

Unit 2

✓

Unit 4

✓

Unit 5

✓

Unit 6

✓

Unit 7

Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.

✓

Unit 7

Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.

✓

Unit 2

✓

Unit 3

✓

Unit 4

✓

Unit 5

✓

Unit 6

✓

Unit 7

Produce and expand complete sentences orally and in shared writing exercises.

✓

All domains and units

D. Capitalization and Punctuation

Capitalize the first word in a sentence, the pronoun *I*, and proper nouns (names and

✓

All units

Identify and use end punctuation, including periods, question marks, and exclamation

✓

All units

Use commas appropriately in greetings and closings of letters, dates, and items in a series.

✓

Unit 1

✓

Unit 4

✓

Unit 5

✓

Unit 6

✓

Unit 7

Write a simple friendly letter.

✓

Unit 5

Use apostrophes to create contractions and indicate possession, i.e., cat's meow.

✓

Unit 2

✓

Unit 4

✓

Unit 5

✓

Unit 7

Use quotation marks appropriately to designate direct speech.

✓

Unit 1

✓

Unit 2

✓

Unit 3

✓

Unit 6

✓

Unit 7

V. Poetry

Hope (Langston Hughes)

X

I Know All the Sounds the Animals Make (Jack Prelutsky)

X

My Shadow (Robert Louis Stevenson)

X

The Owl and the Pussycat (Edward Lear)

X

The Pasture (Robert Frost)

X

The Purple Cow (Gelett Burgess)

X

Rope Rhyme (Eloise Greenfield)

X

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Language Arts		
V. Poetry (cont.)		
Sing a Song of People (Lois Lenski)	X	
Solomon Grundy (traditional)	X	
The Swing (Robert Louis Stevenson)	X	
Table Manners [also known as “The Goops”] (Gelett Burgess)	X	
Thanksgiving Day [“Over the river and through the wood”] (Lydia Maria Child)	X	
Washington (Nancy Byrd Turner)	X	
Wynken, Blynken, and Nod (Eugene Field)	X	
VI. Fiction		
A. Stories		
Tales of Br'er Rabbit (recommended tales: Br'er Rabbit Gets Br'er Fox's Dinner; Br'er Rabbit Tricks Br'er Bear; Br'er Rabbit and the Tar Baby)	X	
The Tale of Peter Rabbit (Beatrix Potter)	✓	Fables and Stories
selections from <i>The House at Pooh Corner</i> (A. A. Milne)	X	
The Boy at the Dike (folktale from Holland)	X	
The Frog Prince	✓	Fairy Tales
	✓	G3: More Classic Tales
Hansel and Gretel	✓	Fairy Tales
	✓	G3: More Classic Tales
How Anansi Got Stories from the Sky God (folktale from West Africa)	✓	Fables and Stories
It Could Always Be Worse (Yiddish folktale)	✓	Fables and Stories
Jack and the Beanstalk	✓	Fairy Tales
The Knee-High Man (African-American folktale)	X	
Medio Pollito (Hispanic folktale)	✓	Fables and Stories
The Pied Piper of Hamelin	X	
Pinocchio	X	
The Princess and the Pea	✓	GK: Kings and Queens
Puss-in-Boots	X	
Rapunzel	✓	Fairy Tales
	✓	G3: More Classic Tales
Rumpelstiltskin	✓	Fairy Tales
	✓	G3: More Classic Tales
Sleeping Beauty	✓	Fairy Tales
Why the Owl Has Big Eyes (Native American legend)	X	
B. Aesop's Fables		
The Boy Who Cried Wolf	✓	Fables and Stories
The Dog in the Manger	✓	Fables and Stories
The Wolf in Sheep's Clothing	✓	Fables and Stories
The Maid and the Milk Pail	✓	Fables and Stories
The Fox and the Grapes	✓	Fables and Stories
The Goose and the Golden Eggs	✓	Fables and Stories

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Sequence Content

CKLA?

Domain or Unit

Language Arts

VI. Fiction

C. Different Lands, Similar Stories

Lon Po Po (China) and Little Red Riding Hood ✓ Different Lands, Similar Stories

Issun Boshi, or One-Inch Boy (Japan); Tom Thumb (England); Thumbelina (by the Danish writer Hans Christian Andersen); Little Finger of the Watermelon Patch (Vietnam) ✓ Different Lands, Similar Stories

Some of the many variations on the Cinderella story (from Europe, Africa, China, Vietnam, Egypt, Korea, etc.) ✓ Different Lands, Similar Stories

D. Literary Terms

Characters, heroes, and heroines ✓ Different Lands, Similar Stories

Drama X

VII. Sayings and Phrases

A.M. and P.M. ✓ Astronomy

An apple a day keeps the doctor away. ✓ The Human Body

Do unto others as you would have them do unto you. [also in Kindergarten] ✓ Fables and Stories

✓ Early World Civilizations

Fish out of water ✓ Animals and Habitats

Hit the nail on the head. ✓ Astronomy

If at first you don't succeed, try, try again. ✓ Frontier Explorers

Land of Nod ✓ Fairy Tales

Let the cat out of the bag. ✓ A New Nation

The more the merrier. ✓ Early American Civilizations

Never leave till tomorrow what you can do today. ✓ A New Nation

Practice makes perfect. [also in Kindergarten] X

Sour grapes ✓ Fables and Stories

There's no place like home. ✓ Different Lands, Similar Stories

✓ A New Nation

Wolf in sheep's clothing ✓ Fables and Stories

CKLA—Sequence Correlation: Grade 1

Sequence Content

CKLA?

Domain or Unit

World History & Geography

I. Geography

A. Spatial Sense (Working with Maps, Globes, and Other Geographic Tools)

Name your continent, country, state, and community.	✓	A New Nation
Understand that maps have keys or legends with symbols and their uses.	X	
Find directions on a map: east, west, north, south.	X	
Identify major oceans: Pacific, Atlantic, Indian, Arctic	✓	The History of the Earth
Review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.	✓	Different Lands, Similar Stories
Locate: Canada, United States, Mexico, Central America.	✓	A New Nation
Locate: the Equator, Northern Hemisphere, Southern Hemisphere, North and South Poles.	X	

B. Geographical Terms and Features

peninsula, harbor, bay, island	✓	A New Nation
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II. Early World Civilizations

A. Mesopotamia: The “Cradle of Civilization”

Importance of Tigris and Euphrates Rivers	✓	Early World Civilizations
Development of writing, why writing is important to the development of civilization	✓	Early World Civilizations
Code of Hammurabi (early code of laws), why rules and laws are important to the development of civilization	✓	Early World Civilizations

II. Early World Civilizations

B. Ancient Egypt

Geography – Africa & Sahara Desert	✓	Early World Civilizations
Importance of Nile River, floods and farming	✓	Early World Civilizations
Pharaohs – Tutankhamen & Hatshepsut	✓	Early World Civilizations
Pyramids and mummies, animal gods, Sphinx	✓	Early World Civilizations
Writing: hieroglyphics	✓	Early World Civilizations

C. History of World Religions

Judaism –	✓	Early World Civilizations
Christianity –	✓	Early World Civilizations
Islam –	✓	Early World Civilizations

III. Modern Civilization and Culture: Mexico

A. Geography

North American continent, locate Mexico relative to Canada and the United States	✓	Early American Civilizations
Central America, Yucatan Peninsula	✓	Early American Civilizations
Pacific Ocean, Gulf of Mexico, Rio Grande	X	
Mexico City	X	

B. Culture

Indian and Spanish heritage	X	
Traditions: fiesta, piñata	X	
National holiday: September 16, Independence Day	X	

CKLA—Sequence Correlation: Grade 1

Sequence Content

CKLA?

Domain or Unit

American History & Geography

I. Early People and Civilizations

A. The Earliest People: Hunters and Nomads

Crossing from Asia to North America (the land bridge as one possibility) – ✓ Early American Civilizations

B. Early American Civilizations

Maya in Mexico and Central America ✓ Early American Civilizations

Aztecs in Mexico – ✓ Early American Civilizations

Inca in South America (Peru, Chile) – ✓ Early American Civilizations

II. Early Exploration and Settlement

A. Columbus

Review from kindergarten the story of Columbus's voyage in 1492. X

B. The Conquistadors

The search for gold and silver X

Hernán Cortés and the Aztecs ✓ Early American Civilizations

Francisco Pizarro and the Inca X

Diseases devastate Native American population X

C. English Settlers

The story of the Lost Colony – ✓ A New Nation

Virginia – ✓ A New Nation

Slavery, plantations in Southern colonies ✓ A New Nation

Massachusetts – ✓ A New Nation

III. From Colonies to Independence: The American Revolution

Locate the original thirteen colonies. ✓ A New Nation

The Boston Tea Party ✓ A New Nation

Paul Revere's ride, "One if by land, two if by sea" ✓ A New Nation

Minutemen and Redcoats, the "shot heard round the world" ✓ A New Nation

Thomas Jefferson and the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal. . . ." ✓ A New Nation

Fourth of July ✓ A New Nation

Benjamin Franklin: patriot, inventor, writer ✓ A New Nation

George Washington: from military commander to our first president – ✓ A New Nation

Legend of Betsy Ross and the flag ✓ A New Nation

IV. Early Exploration of the American West

Sacagewea ✓ Frontier Explorers

Lewis and Clark expedition ✓ Frontier Explorers

Daniel Boone and the Wilderness Road ✓ Frontier Explorers

The Louisiana Purchase – ✓ Frontier Explorers

Geography – Locate the following: Appalachian & Rocky Mountains, Mississippi River ✓ Frontier Explorers

V. Symbols and Figures

Recognize and become familiar with the significance of – Liberty Bell, Amer. Flag, etc. ✓ A New Nation

CKLA—Sequence Correlation: Grade 1

Sequence Content	CKLA?	Domain or Unit
Visual Arts		
I. Art from Long Ago		
Cave paintings	X	
Art of Ancient Egypt –	✓	Early World Civilizations
II. Elements of Art		
A. Color		
Know that red, yellow, and blue are commonly referred to as the “primary colors,” and that:	X	
Observe the use of color in: <i>Tulips in Holland</i> (Claude Monet), etc.	X	
B. Line		
Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin	X	
Observe how different lines are used in:	X	
C. Shape		
Recognize basic geometric shapes—square, rectangle, triangle, circle, oval—in nature, man-made objects, and artworks, including:	X	
D. Texture		
Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in:	X	
III. Kinds of Pictures: Portrait and Still Life		
Recognize as a portrait or self-portrait:	X	
Recognize as a still life:	X	
Recognize as a mural (a painting on a wall):	X	

CKLA—Sequence Correlation: Grade 1

Sequence Content

CKLA?

Domain or Unit

Music

I. Elements of Music

Through participation become familiar with basic elements of music (rhythm, melody, harmony, form, timbre, etc.). X

Understand that music is written down in a special way and become familiar with the following notation: X

II. Listening and Understanding

A. Musicals Terms and Concepts

Composers – X

Orchestra – X

B. Music Can Tell a Story

Opera – X

Instrumental Music X

Ballet – X

C. American Musical Traditions

Jazz – X

III. Songs

America the Beautiful X

Billy Boy X

Dry Bones ✓ G3: The Human Body: Systems and Senses

For He's a Jolly Good Fellow X

Frère Jacques X

La Cucaracha X

Make New Friends X

Michael, Row the Boat Ashore X

Oh, Dear, What Can the Matter Be? X

Oh, John the Rabbit X

Oh! Susanna X

On Top of Old Smokey X

She'll Be Comin' 'Round the Mountain X

Skip to My Lou X

Take Me Out to the Ball Game X

There's a Hole in the Bucket X

When the Saints Go Marching In X

Yankee Doodle ✓ A New Nation

CKLA—Sequence Correlation: Grade 1

Sequence Content

CKLA? Domain or Unit

Mathematics

I. Patterns and Classification

Establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc.	X
Define a set by the common property of its elements.	X
In a collection of objects that includes a given set and an item that does not belong, indicate which item does not belong.	X
Recognize patterns and predict the extension of a pattern.	X

II. Numbers and Number Sense

Write numbers 0 - 100.	X
Count from 0 - 100 by ones; twos; fives; tens.	X
Count by tens from a given single-digit number.	X
Use tallies.	X
Identify ordinal position, 1st to 10th.	X
Identify dozen; half-dozen; pair.	X
Recognize place value: ones, tens, hundreds.	X
Identify more and less; counting how many more or less.	X
Given a number, identify one more and one less; ten more and ten less.	X
Compare quantities using the signs <, >, and = .	X
Recognize fractions as part of a whole: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$	X
Create and interpret simple pictorial graphs and bar graphs.	X

III. Money

Identify and recognize relative value of penny, nickel, dime, quarter.	X
Recognize and use dollar (\$) and cents (¢) signs.	X
Show how different combinations of coins equal the same amounts of money.	X

IV. Computation

A. Addition (using concrete objects, and paper and pencil)

Know the meaning of the plus (+) sign.	X
Know what a "sum" is.	X
Know addition facts to 10 + 10 (untimed mastery).	X
Add in any order.	X
Know what happens when you add zero.	X
Know how to write addition problems horizontally and vertically.	X
Know that when you add 3 numbers, you get the same sum regardless of grouping of addends.	X
Solve two-digit addition problems with and without regrouping.	X

B. Subtraction (using concrete object, and paper and pencil)

Understand subtraction as "taking away."	X
Know the meaning of the minus (-) sign.	X
Know what a "difference" is.	X
Know subtraction facts corresponding to addition facts (untimed mastery).	X
Know how to write subtraction problems horizontally and vertically.	X
Solve two-digit subtraction problems with and without regrouping.	X
Mentally subtract 10 from a two-digit number.	X

CKLA—Sequence Correlation: Grade 1

Sequence Content

CKLA? Domain or Unit

Mathematics

IV. Computation

C. Solving Problems and Equations

Write an addition or subtraction equation to solve basic one-step story and picture problems. X

Solve simple equations in the form of $__ - 2 = 7$; $5 + __ = 7$. X

V. Measurement

Time: Sequence events, Orientation in time, etc. ✓ Astronomy

Compare objects according to Capacity (volume): X

Compare objects according to Weight: X

Compare objects according to Linear measure: X

Compare Temperature: X

Identify familiar instruments of measurement, such as ruler, scale, thermometer. X

VI. Geometry

Identify left and right hand X

Identify top, bottom, middle. X

Know and use terms of orientation and relative position, such as: X

Identify and draw basic plane figures: square, rectangle, triangle, circle. X

Describe square, rectangle, triangle according to number of sides. X

Identify basic solid figures: sphere, cube, cone. X

Identify basic shapes in a variety of common objects and artifacts (balls, cans, windows, pictures, books, buildings, cars, etc.). X

Make congruent shapes and designs. X

CKLA—Sequence Correlation: Grade 1

Sequence Content

CKLA?

Domain or Unit

Science

I. Living Things and Their Environments

A. Habitats

The food chain (and/or web): a way of picturing the relationships between living things—	✓	Animals and Habitats
Living things live in environments to which they are particularly suited.	✓	Animals and Habitats
Specific habitats and what lives there, for example:	✓	Animals and Habitats

B. Oceans and Undersea Life

Most of the earth is covered with water.	✓	Animals and Habitats
Locate oceans: Pacific, Atlantic, Indian, Arctic.	✓	Animals and Habitats
Oceans are salt water (unlike fresh water rivers and lakes).	✓	Animals and Habitats
Coast, shore, waves, tides (high and low)	✓	Animals and Habitats
Currents, the Gulf Stream	X	
Landscape of the ocean floor: mountain peaks and deep valleys (trenches)	✓	Animals and Habitats
Diversity of ocean life: from organisms too small for the eye to see (plankton), to giant whales	✓	Animals and Habitats
Dangers to ocean life (for example, overfishing, pollution, oil spills)	X	

C. Environmental Change and Habitat Destruction

Environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example:	✓	Animals and Habitats
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D. Special Classifications of Animals

Herbivores: plant-eaters (for example, elephants, cows, deer)	✓	Animals and Habitats
Carnivores: flesh-eaters (for example, lions, tigers)	✓	Animals and Habitats
Omnivores: plant and animal-eaters (for example, bears)	✓	Animals and Habitats
Extinct animals (for example, dinosaurs)	X	

II. The Human Body

A. Body Systems

Skeletal system: skeleton, bones, skull	✓	The Human Body
Muscular system: muscles	✓	The Human Body
Digestive system: mouth, stomach	✓	The Human Body
Circulatory system: heart and blood	✓	The Human Body
Nervous system: brain, nerves	✓	The Human Body

B. Germs, Diseases, and Preventing Illness

Taking care of your body: exercise, cleanliness, healthy foods, rest	✓	The Human Body
Vaccinations	✓	The Human Body

III. Matter

Basic concept of atoms	X	
Names and common examples of three states of matter:	X	
Water as an example of changing states of matter of a single substance	X	

IV. Properties of Matter: Measurement

Units of measurement for Length, Volume, Temperature:	X	
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CKLA—Sequence Correlation: Grade 1

Sequence Content

CKLA? Domain or Unit

Science

V. Introduction to Electricity

Safety rules for electricity.	X
Static electricity	X
Basic parts of simple electric circuits (for example, batteries, wire, bulb or buzzer, switch)	X
Conductive and nonconductive materials	X

VI. Astronomy: Introduction to the Solar System

The eight planets	✓	Astronomy
Sun: source of energy, light, heat	✓	Astronomy
Moon: phases of the moon (full, half, crescent, new)	✓	Astronomy
Stars	✓	Astronomy
Earth and its place in the solar system –	✓	Astronomy

VII. The Earth

A. Geographical Features of the Earth's Surface

The shape of the earth, the horizon	✓	The History of the Earth
Oceans and continents	✓	The History of the Earth
North Pole and South Pole, Equator	✓	The History of the Earth

B. What's Inside the Earth

Inside the earth –	✓	The History of the Earth
Volcanoes and geysers	✓	The History of the Earth
Rocks and minerals –	✓	The History of the Earth

VIII. Science Biographies

Rachel Carson (got people to stop using DDT)	X	
Thomas Edison (invented an electric light bulb)	X	
Edward Jenner (found a way to stop smallpox)	✓	The Human Body
Louis Pasteur (made milk safe to drink)	✓	The Human Body

*Though this is not explicitly covered in CKLA, teachers are directed to encourage students' reading comprehension through preview and discussion questions prior to and following independent reading.