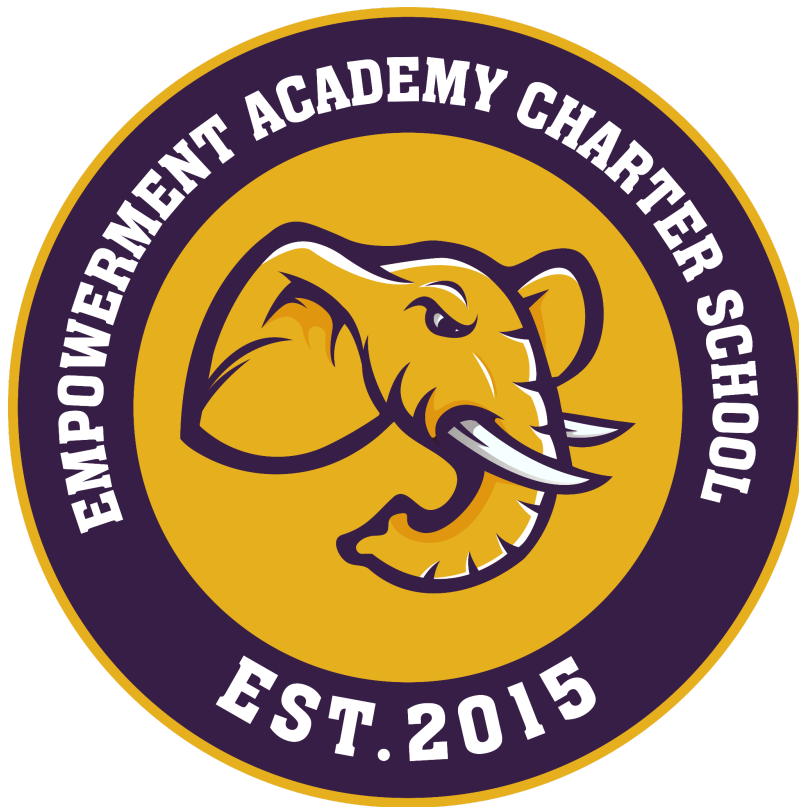


Empowerment Academy Charter School

Elementary ELA Curriculum



ELA AT EMPOWERMENT

K-2 COURSE DESCRIPTION

The English Language Arts curriculum at Empowerment Academy Charter School Grades K-2 uses a two-strand approach through Amplify's CKLA. This program is based on reading research, ensures that students are both building skills and knowledge. The Skills lessons focus on sounds, or phonemes, to teach explicit, systematic phonics instruction. The knowledge block builds the background knowledge in content and vocabulary necessary to comprehend what they read. In addition, Students will be asked literal, inferential, and evaluative comprehension questions, responding to what they've heard and finding evidence to support their understanding during class discussions and when completing accompanying comprehension activities

3-4 COURSE DESCRIPTION

The English Language Arts curriculum at Empowerment Academy Charter School Grades 3-4 offers explicit language instruction with full coverage of the standards through Amplify's CKLA. Students learn and apply the conventions of English grammar, punctuation, and spelling through explicit instruction, targeted practice activities, and daily writing as well as reading and writing in response to increasingly complex texts. In daily reading instruction students are asked, both in discussion and through short- and long-answer written responses, to answer text-dependent literal, evaluative, and inferential questions about literary and informational texts. Students return to the same passages multiple times for deeper analysis, ensuring complete coverage of the standards. There is a strong emphasis on informational as well as literary texts: informational texts build upon previous units in earlier grades, asking students to delve into a topic with increasing focus and complexity.

COURSE RESOURCES

- Amplify - CKLA Knowledge
- Amplify - CKLA Skills (K-2 only)
- Scope & Sequence Guide
- The Writing Revolution (Jossey-Bass)
- MAP Growth, NWEA

ASSESSMENTS

Benchmark Assessments	Formative Assessments	Summative Assessments	Alternative Assessments
<ul style="list-style-type: none"> MAP Growth Test (3 per school year) 	<ul style="list-style-type: none"> Class Participation Class Discussions Classwork Assignments 	<ul style="list-style-type: none"> Quizzes Unit Assessments Interim Assessments 	<ul style="list-style-type: none"> Projects

INTEGRATED ACCOMMODATIONS & MODIFICATIONS

Special Education Students	<ul style="list-style-type: none"> Preferential Seating Provide adjusted time/length of assignments Provide study guides for assessments Provide graphic organizers Frequent checks for understanding Use of a calculator (if appropriate) Use of manipulatives
English Language Learners	<ul style="list-style-type: none"> Link concepts to students' background and experiences Use speech appropriate for students' proficiency level Provide translated materials and/or audio versions of text (when appropriate)
At Risk Students	<ul style="list-style-type: none"> Preferential seating Accept late work without penalty Task list for routines/procedures on desk Provide graphic organizers Provide access to accurate notes
504 Students	<ul style="list-style-type: none"> Incorporate student choice Provide graphic organizers Provide adjusted time/length of assignments
Gifted & Talented Students	<ul style="list-style-type: none"> Incorporate student choice Incorporate independent studies/projects

Kindergarten Curriculum Map September 5th - October 1st

Knowledge Domain 1: Nursery Rhymes and Fables

<h3>Unit Summary</h3> <p>An introduction to nursery rhymes and fables, including Mother Goose poems and Aesop's fables. By listening to nursery rhymes and repeating or reciting them, students learn vocabulary and build phonemic awareness. Well-known fables introduce students to new vocabulary and prompt discussion of character, virtues, and behavior.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Identify rhyming words• Identify literary elements such as character, main events, and moral lessons.• Compare and contrast characters from different rhymes and fables• Sequence events in a rhyme or story• Retell a story by drawing and writing details about the characters and events• Domain Assessment
	<h3>Big Ideas</h3> <ul style="list-style-type: none">• Nursery rhymes and fables have been favorites with children for generations.• Traditional rhymes help students learn vocabulary and build phonemic awareness.• Listening to and learning to recite nursery rhymes help students develop language awareness, leading to better readers and writers.
<p>Unit Length: 12 Days</p>	<p>Anchor Text: <i>Nursery Rhymes and Fables</i> (Read-Aloud)</p> <p>Text Type: Literary</p> <p>Lexile: 760L</p>

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Kindergarten Curriculum Map

October 3rd- October 23rd

Knowledge Domain 2: The Five Senses

<h3>Unit Summary</h3> <p>Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Use graphic organizers to categorize and sort information about the senses• Create timelines recording important events in the lives of Helen Keller and Ray Charles• Write and draw information detailing each of the five senses• Domain Assessment
<p>Unit Length: 8 Days</p>	<p>Anchor Text: <i>The Five Senses</i> (Read-Aloud) Text Type: Informational Lexile: 990L</p>
<h3>Big Ideas</h3> <ul style="list-style-type: none">• Everything we know about the world comes through our five senses.• Each sense uses a unique body part to take in information.• Conducting observations and using language to describe those observations are key skills in the scientific process.	

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Kindergarten Curriculum Map October 24th - November 20th

Knowledge Domain 3: Stories

<h3>Unit Summary</h3> <p>Students are introduced to classic stories as well as trickster tales and fiction from other cultures. Students develop an awareness of language and recurring themes in children's literature.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Sequence the beginning, middle and end of stories• Compare and contrast characters from different stories• Orally create and expand sentences• Describe characters, setting, and plot from different stories• Write and draw events and details to retell a story• Domain Assessment
	<h3>Big Ideas</h3> <ul style="list-style-type: none">• Memorable characters in classic stories and trickster tales have delighted children for generations.• Students gain an appreciation for fiction from other cultures.• Students acquire and understanding of the elements of story including characters, plot, and setting.• Recurring themes appear in classic and popular children's literature.
<p>Unit Length: 10 Days</p>	<p>Anchor Text: <i>Stories</i> (Read-Aloud) Text Type: Literary Lexile: 810L</p>

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Kindergarten Curriculum Map

Knowledge Domain 4: Plants

November 21st - December 18th

Unit Summary

Read-Aloud texts introduce students to the parts of plants and how they grow. Students gain a basic knowledge of ecology and the interdependence of all living things.

Overall Learning Outcomes

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

Big Ideas

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

Unit Length:

11 Days

Anchor Text: *Plants* (Read-Aloud)

Text Type: Informational/Literary

Lexile: 930L

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Kindergarten Curriculum Map

Knowledge Domain 5: Farms

December 19th - January 27th

Unit Summary

Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things.

Overall Learning Outcomes

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

Big Ideas

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

Unit Length:

9 Days

Anchor Text: *Farms* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 930L

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Kindergarten Curriculum Map

Knowledge Domain 6: Native Americans

January 28th - February 18th

Unit Summary

Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, as well as how conditions in different geographical regions influence their ways of life.

Overall Learning Outcomes

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

Big Ideas

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

Unit Length:

8 Days

Anchor Text: *Native Americans* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 810L

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Kindergarten Curriculum Map

Knowledge Domain 7: Kings and Queens

February 19th - March 6th

<h3>Unit Summary</h3> <p>Students listen to Read-Aloud texts, both fiction and nonfiction, about kings, queens, and royal families. The selections build students' understanding of responsibilities and customs associated with royalty throughout history.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Distinguish the meaning of the words <i>to</i> and <i>from</i> in context.• Describe the characters, setting, and plot of a story• Sequence story events• Compare and contrast royal families with non-royal families using a graphic organizer• Draw and write events from stories• Domain Assessment
<p>Unit Length: 8 Days</p>	<h3>Big Ideas</h3> <ul style="list-style-type: none">• Throughout history, royalty has played a major role in the governance of countries in the world.• The responsibilities, lifestyles, and customs associated with royalty provide context for many classic and well-loved stories and rhymes.• This unit provides background knowledge for later domains and builds knowledge for understanding different forms of government.

Anchor Text: *Kings and Queens*
(Read-Aloud)
Text Type: Literary/Informational
Lexile: 870L

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Kindergarten Curriculum Map

Knowledge Domain 8: Seasons and Weather

March 10th - March 28th

<h3>Unit Summary</h3> <p>An introduction to weather and the seasons. Students learn that regions of Earth experience different characteristic weather patterns throughout the year.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Orally describe details from informational and literary text• Ask and answer questions using <i>who</i>• Draw and sequence the seasons of the year• Use information from the text to draw a picture explaining how to stay safe during a storm• Record information in a weather diary and present a weather report• Domain Assessment
<p>Unit Length: 8 Days</p>	<p>Anchor Text: <i>Seasons and Weather</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 950L</p> <h3>Big Ideas</h3> <ul style="list-style-type: none">• Different regions of the Earth experience different weather patterns throughout the year.• Weather patterns in the year are called seasons: winter, spring, summer, and fall.• Knowing about the weather is important to our daily lives and activities.

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Kindergarten Curriculum Map

April 1st - April 30th

Knowledge Domain 9: Columbus and the Pilgrims

<h3>Unit Summary</h3> <p>Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Orally describe details from informational text• Use a graphic organizer to summarize text• Ask and answer questions using <i>what</i>• Identify and understand information on a timeline• Write a travel journal• Write short phrases and sentences and draw pictures based on details in the text• Domain Assessment
<p>Unit Length: 9 Days</p>	<p>Anchor Text: <i>Columbus and the Pilgrims</i> (Read-Aloud) Text Type: Informational Lexile: 940L</p> <h3>Big Ideas</h3> <ul style="list-style-type: none">• The arrival of Columbus and, more than 100 years later, the Pilgrims in North America, are important events in the history of the United States.• There are similarities and differences between the two voyages of Columbus and the Pilgrims, their motivations, and their interactions with Native Americans.

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Kindergarten Curriculum Map

May 1st - May 22nd

Knowledge Domain 10: Colonial Towns and Townspeople

<p>Unit Summary</p> <p>Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Orally describe details from informational text• Use a graphic organizer to organize and retell information• Ask and answer questions using <i>where</i>• Sequence events based on information in the text• Write short phrases and sentences and draw pictures based on details in the text• Domain Assessment
<p>Unit Length: 10 Days</p>	<p>Anchor Text: <i>Colonial Towns and Townspeople</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 990L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• Students draw on knowledge from <i>Columbus and the Pilgrims</i> as they learn more about America's history during colonial times.• The daily life of people during the colonial era are contrasted with students' present-day experiences.• The differences between living in a town versus living in the country are explored.

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Kindergarten Curriculum Map

Skills Unit 1

September 5th - September 13th

Unit Summary

Lays the groundwork for reading and writing. Students build awareness of environmental noises, of words within sentences, and of sounds within words. They also learn several writing strokes used to create letters.

Unit Length:
10 Days

Overall Learning Outcomes

- Demonstrate awareness of environmental sounds and words in sentences
- Draw a number of writing strokes that are prerequisites for writing letters
- Demonstrate spatial and body awareness
- Hold writing utensils using the tripod grip
- Describe the meaning of position words
- Student Performance Assessment

Big Ideas

- Environmental noises and words in sentences make different sounds .
- Speech is made up of words.
- Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

Updated 2024_2025
Subject to Change

Kindergarten Curriculum Map

Skills Unit 2 September 16th - September 25th

Unit Summary

Students learn how to blend syllables together to form multisyllabic words. They also learn how to orally produce two- and three-sound words by blending sounds.

Unit Length:
10 Days

Overall Learning Outcomes

- Orally blend syllables and two- and three-phonemes to form words
- Identify beginning sounds of words
- Use position words: left, right, top, bottom
- Track left to right, top to bottom
- Draw a number of writing strokes that are prerequisites for writing letters
- Hold writing utensils using the tripod grip
- Student Performance Assessment

Big Ideas

- Words are made of sound parts (syllables, phonemes).
- Phonemes (sounds) are blended to form words.
- Position words describe a relative location.
- Handwriting strokes are made by holding a writing utensil and moving it across paper.

Updated 2024_2025
Subject to Change

Kindergarten Curriculum Map

Skills Unit 3

September 26th - October 8th

Unit Summary

Students are introduced to eight sounds and they practice blending these sounds into words. They also learn how to form the letters that make these sounds.

Unit Length:

14 Days

Overall Learning Outcomes

- Orally blend sounds to form words
- Recognize and write eight sounds and their symbols: /m/, /a/, /t/, /d/, /o/, /k/ >'c', /g/, /i/
- Blend and read printed VC and CVC words
- Change sounds in simple words to create new words
- Read Tricky Words *one, two, three*
- Student Performance Assessment

Big Ideas

- Students are introduced to high-frequency words in the Picture Reader (used in Units 3-8)
- Sounds in words are represented with symbols (sound pictures).
- Sounds pictures can be blended to read words.
- Sound pictures are used to spell words.

Updated 2024_2025
Subject to Change

Kindergarten Curriculum Map

Skills Unit 4 October 9th - October 21st

<p>Unit Summary</p> <p>Introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Orally blend and segment sounds in words• Recognize and write new sounds/symbols: /n/, /h/, /s/, /f/, /v/, /z/, /p/, /e/• Blend and read printed VC and CVC words• Change sounds in words to create new words• Write dictated words• Read Tricky Words <i>a, the</i>• Read phrases in a decodable text• Student Performance Assessment
<p>Unit Length: 15 Days</p> <p>Anchor Text: <i>Pet Fun</i> Text Type: Literary Lexile: n/a</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• Students are introduced to the decodable Big Book, <i>Pet Fun</i>.• Print concepts and fluency are reinforced using the Big Book.• Sounds/symbols can be blended to read words.• Symbols are used to spell words.• Words make up phrases and sentences.• Words are read from left to right.• Words in a book tell a story.

Updated 2024_2025
Subject to Change

Kindergarten Curriculum Map

Skills Unit 5 October 22nd - November 14th

Unit Summary

Introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.

Overall Learning Outcomes

- Discriminate between vowel sounds in words
- Practice sound/letter correspondences
- Recognize and write new sounds: /b/, /l/, /r/, /u/, /w/, /j/, /y/, /x/, /k/ spelled 'k'
- Change sounds in words to create new words
- Read and write simple VC and CVC words
- Read Tricky Words *blue, yellow, look*
- Read sentences in a decodable text
- Student Performance Assessment

Big Ideas

- The decodable Big Book *Ox and Man* is used to reinforce print concepts, model fluency, and provides practice reading complete sentences.
- Words are spelled with sound pictures (letters).
- There are uppercase and lowercase sound pictures.
- Words make up phrases and sentences.
- Sentences begin with a capital letter (sound picture) and end with a period.

Unit Length:

16 Days

Anchor Text: *Ox and Man*

Text Type: Literary

Lexile: n/a

Updated 2024_2025
Subject to Change

Kindergarten Curriculum Map

Skills Unit 6 November 18th - December 18th

<p>Unit Summary</p> <p>Students automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words, and reading text independently.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Orally blend sounds to form words• Identify sound pictures by their letter names• Identify and create rhyming words• Blend and read words with consonant clusters of up to five sounds• Read words with Tricky Spelling 's' pronounced /z/ and Tricky Words <i>I, are, and little</i>• Read stories in the decodable Reader• Demonstrate comprehension by answering story questions• Student Performance Assessment
<p>Unit Length: 15 Days</p>	<p>Anchor Text: <i>Kit</i> Text Type: Literary Lexile: 330L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• Students use their own decodable Reader to practice reading previously learned sound spellings, punctuation, and to reinforce print concepts.• Sound pictures are called letters, and each one has a name.• Letters make up the alphabet and are arranged in alphabetical order• Sentences begin with a capital letter (sound picture) and end with a period.

Updated 2024_2025
Subject to Change

Kindergarten Curriculum Map

Skills Unit 7 December 19th - February 5th

<h3>Unit Summary</h3> <p>Introduces students to digraphs. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Orally segment words with consonant clusters• Read and spell consonant digraphs /ch/, /sh/, /th/, /<u>th</u>/, /qu/, /ng/• Read and spell words with consonant clusters• Read Tricky Words <i>down, out, of</i>• Read stories in the decodable Reader• Demonstrate comprehension by answering story questions• Student Performance Assessment
<p>Unit Length: 17 Days</p>	<p>Anchor Text: <i>Seth</i> Text Type: Literary Lexile: 450L</p> <h3>Big Ideas</h3> <ul style="list-style-type: none">• Students use the decodable Reader <i>Seth</i> to practice fluency and print concepts.• <i>Seth</i> is a series of chapters about a young boy his family, and friends.• Digraphs are two letters that make a single sound.• Consonant clusters are blended so two individual sounds are heard.

Updated 2024_2025
Subject to Change

Kindergarten Curriculum Map

Skills Unit 8 February 12th - March 20th

<h3>Unit Summary</h3> <p>Introduces students to double-letter spellings for consonant sounds, as well as four high-frequency Tricky Words. Results from this unit's student performance task assessment inform which students are ready for the next unit and those who need targeted support with previously taught skills.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Review vowel sounds, digraphs, and other sounds and spellings• Read and spell words with double-letter spellings• Read Tricky Words <i>funny, all, was, from</i>• Read stories in the decodable Reader• Demonstrate comprehension by answering story questions• Student Performance Assessment
<p>Unit Length: 20 Days</p>	<p>Anchor Text: <i>Sam</i> Text Type: Literary Lexile: 360L</p> <h3>Big Ideas</h3> <ul style="list-style-type: none">• The decodable Reader, Sam is about a boy and a series of events including fishing, swimming, and going on a class trip to the seaside.• Double-letter spellings most frequently follow a short vowel sound.• Sentences have different ending marks, depending on the type of sentence.• Apostrophes show possession or are used in contractions.

Updated 2024_2025
Subject to Change

Kindergarten Curriculum Map

Skills Unit 9 March 21st - May 8th

Unit Summary

Students practice writing uppercase letters and learn fifteen new Tricky Words. This unit also introduces activity pages with comprehension questions related to the Student Reader. Students will be assessed on uppercase letter identification and formation, punctuation and sentence reading.

Overall Learning Outcomes

- Orally blend two-syllable words
- Read and spell words with previously taught sound/letter correspondences
- Read new and previously learned Tricky Words
- Write uppercase letters
- Write dictated phrases
- Identify correct end mark punctuation in complete sentences
- Read stories in the decodable Reader
- Answering story questions by drawing/writing
- Student Performance Assessment

Big Ideas

- The chapters in the decodable Reader focus on a brother and sister and their adventures.
- Letter names and the sounds they make
- Uppercase letter formation
- Sentences have different ending marks, depending on the type of sentence.
- Answering questions about the story through discussions and in writing

Unit Length:

23 Days

Anchor Text: *Zach and Ann*

Text Type: Literary

Lexile: 310L

Updated 2024_2025
Subject to Change

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Kindergarten Curriculum Map

Skills Unit 10 May 12th - June 5th

<p>Unit Summary</p> <p>Introduces students to five new vowel sounds and eleven additional Tricky Words. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 1 teachers via the End-of-Year Summary sheet.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Orally segment two-syllable words• Read new and previously learned Tricky Words• Divide syllables in words• Read and spell words with long vowels and separated digraphs (cvce)• Recognize apostrophes that show possession or used in contractions• Use punctuation marks while reading connected text• Answer story questions during discussions and in writing• End-of-the-Year Assessment
<p>Unit Length: 29 Days</p>	<p>Anchor Text: <i>Scott</i> Text Type: Literary Lexile: 400L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• The main character in the Reader is Scott, who lives on a farm. This Reader provides practice with words using long vowel sounds.• Vowels make long and short sounds.• Separated digraphs use the Magic 'e' to form words with long vowel sounds.• Sound spellings are used to read and spell words in phrases and sentences.

Updated 2024_2025
Subject to Change

Grade 1 Curriculum Map September 5th - September 26th

Knowledge Domain 1: Fables and Stories

<p>Unit Summary</p> <p>Students are introduced to fables and stories that have delighted people for generations, including Aesop's fables, a folktale of Anansi the Spider, and Beatrix Potter's "The Tale of Peter Rabbit." Students increase their vocabulary and reading comprehension skills, learn valuable lessons about virtues and behavior, and become familiar with the key elements of a story.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Deepen comprehension through "Somebody Wanted But So Then" strategy• Set a purpose for listening and understand the meaning behind sayings and phrases• Begin to explore the genre of narrative writing• Domain Assessment	
<p>Unit Length: 10 Days</p>	<p>Anchor Text: <i>Fables and Stories</i> (Read-Aloud) Text Type: Literary Lexile: 770L</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• Fables and stories have delighted generations of people around the world and are essential for cultural literacy.• They contain valuable lessons about ethics and behavior, and students will develop an understanding of different types of fiction.• This domain helps students develop a strong foundation for the understanding and enjoyment of fiction.

Grade 1 Curriculum Map September 30th - October 23rd

Knowledge Domain 2: The Human Body

<p>Unit Summary</p> <p>Students are introduced to the systems of the human body and the functions of major organs. They learn about care of the body, germs and disease, vaccines, and keys to good health.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Deepen comprehension through “Somebody Wanted But So Then” strategy• Set a purpose for listening and identify important information in a text• Explore informational writing through collecting and synthesizing information in a group then recording it into a body systems booklet• Domain Assessment
<p>Unit Length: 10 Days</p>	<p>Anchor Text: <i>The Human Body</i> (Read-Aloud) Text Type: Informational Lexile: 790L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• The body is a network of systems comprised of organs that work together to perform vital jobs.• There are many parts and functions related to the skeletal, muscular, digestive, circulatory, and nervous systems.• Germs can cause disease, some activities will help stop the spread of germs.• The five keys of good health are: eat well, exercise, sleep, keep clean, and have regular checkups.

Grade 1 Curriculum Map September 24th - November 19th

Knowledge Domain 3: Different Lands, Similar Stories

<p>Unit Summary</p> <p>Students encounter different cultures from around the world as they explore the ways in which folktales from different lands treat similar themes or characters, including variations on the Cinderella story, the adventures of supernaturally small characters, and the exploits of cunning tricksters.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Deepen comprehension through “Somebody Wanted But So Then” strategy• Set a purpose for listening and make text-to-text connections• Retell stories using story grammar and a correct sequence of events• Compare and contrast fairy tales and folktales• Domain Assessment
<p>Unit Length: 9 Days</p>	<p>Anchor Text: <i>Different Lands, Similar Stories</i> (Read-Aloud) Text Type: Literary Lexile: 770L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• The fairy tales and folktales we’ve grown up with are known throughout the world; each culture has its own unique retelling.• There are many common themes in these tales, such as people who are treated unfairly and ultimately find happiness, supernaturally small characters, and cunning animals who try and trick children.

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Grade 1 Curriculum Map November 20th - January 7th

Knowledge Domain 4: Early World Civilizations

<p>Unit Summary</p> <p>What is needed to build a civilization? Going back to the ancient Middle East, students explore Mesopotamia and Egypt and learn about the importance of rivers, farming, writing, laws, art, and beliefs.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Deepen comprehension through “Somebody Wanted But So Then” strategy• Set a purpose for listening and identify important information in a text• Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph• Domain Assessment
<p>Unit Length: 16 Days</p>	<p>Anchor Text: <i>Early World Civilizations</i> (Read-Aloud)</p> <p>Text Type: Informational Lexile: 950L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• Civilizations have fundamental features, including cities and government, forms of communication, and religion.• The Tigris and Euphrates rivers were vital to the establishment of Mesopotamia, from which we received the earliest form of writing and first codification of laws.• Egypt was founded on the Nile river, and its contributions include hieroglyphics, pharaohs, pyramids, and the significance of mummification.

Grade 1 Curriculum Map January 8th - January 29th

Knowledge Domain 5: Early American Civilizations

<p>Unit Summary</p> <p>Students compare and contrast key features of the early civilizations of the Maya, Aztec, and Inca, and explore the development of cities such as Tenochtitlan and Machu Picchu. They are also introduced to the work of archaeologists who unearth ancient civilizations.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Set a purpose for listening• Identify important information in a text• Explore informational writing through collecting and synthesizing information, and recording it in charts, graphic organizers, and a written paragraph• Domain Assessment	
<p>Unit Length: 11 Days</p>	<p>Anchor Text: <i>Early American Civilizations</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 950L</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• The Maya, Aztec, and Inca civilizations had shared features, including farming, the establishment of cities and government, and religion.• Despite having common features, these civilizations were all unique in their own ways.• Much of what we learn about people from the past is discovered by archeologists, who study artifacts from the past and use that information to make informed hypotheses.

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Grade 1 Curriculum Map January 30th - February 25th

Knowledge Domain 6: Astronomy

<p>Unit Summary</p> <p>In this introduction to the solar system, students learn about Earth in relation to the moon, the other planets, the sun, and the stars. They learn about the sun as a source of light, heat, and energy. And they are introduced to space exploration, including the Apollo missions to the moon.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Set a purpose for listening• Identify important information in a text• Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers• Explore opinion writing by stating an opinion and supplying reasons to support it• Domain Assessment
<p>Unit Length: 9 Days</p>	<p>Anchor Text: <i>Astronomy</i>(Read-Aloud) Text Type: Informational Lexile: 1020L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• The Earth is one of many different celestial bodies within our solar system.• The sun, stars, moon, and other planets relate to the earth's position in space in definite ways.• The sun is a star and the source of light, heat, and energy for the earth.• NASA, the Space Race, the Apollo missions and astronauts have all contributed to what we know about space.

Grade 1 Curriculum Map February 26th - March 27th

Knowledge Domain 7: The History of the Earth

<p>Unit Summary</p> <p>Students learn about the geographical features of the earth's surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Set a purpose for listening• Identify important information in a text• Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter• Domain Assessment
<p>Unit Length: 8 Days</p>	<p>Anchor Text: <i>The History of the Earth</i> (Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 1020L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• The earth is comprised of various layers, each with its own characteristics.• Geographical features, such as volcanoes and geysers give us information about these layers.• Rocks and minerals are important in our daily lives. They are taken from the crust and used in many ways.• There are three types of rock, each with their own characteristics. Fossils are found in rock and give us knowledge about the history of living things on Earth.

Grade 1 Curriculum Map March 13th - April 9th

Knowledge Domain 8: Animals and Habitats

<p>Unit Summary</p> <p>Students focus on the interconnectedness of living things with their physical environment as they learn what a habitat is and explore plants and animals in specific types of habitats.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Set a purpose for listening• Identify important information in a text• Explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers• Domain Assessment
<p>Unit Length: 9 Days</p>	<p>Anchor Text: <i>Animals and Habitats</i> (Read-Aloud) Text Type: Informational Lexile: 1010L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• All living things are interconnected to both their environments and other living things.• Different plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat.• Animals can be classified by the types of foods they eat, and one example of interconnectedness is the food chain to which all living things belong.

Grade 1 Curriculum Map

Knowledge Domain 9: Fairy Tales April 10th - May 13th

<p>Unit Summary</p> <p>Students are introduced to fairy tales that have been favorites for generations, including “Sleeping Beauty,” “Rumpelstiltskin,” “The Frog Prince,” “Hansel and Gretel,” and “Jack and the Beanstalk.” Students learn about the Brothers Grimm, identify common elements of fairy tales, consider problems and solutions, make interpretations, and compare and contrast different tales.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Deepen comprehension by identifying the elements of a fairy tale• Set a purpose for listening and compare and contrast literary ideas such as Fantasy and Reality and Hero and Villain• Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale• Domain Assessment
<p>Unit Length: 9 Days</p>	<p>Anchor Text: <i>Fairy Tales</i> (Read-Aloud) Text Type: Literary Lexile: 830L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• Fairy tales are a unique type of fiction, with distinct elements, that still maintain traditional story grammar.• Students will explore concepts such as bravery and heroism, good and evil, and valuable life lessons.• The Brothers Grimm shared these tales with others because of their ability to make people feel happy, sad, and sometimes afraid.

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Grade 1 Curriculum Map May 14th - May 29th

Knowledge Domain 10: A New Nation: American Independence

<p>Unit Summary</p> <p>Students learn about the birth of the United States of America. They are introduced to important historical figures and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of patriotic symbols, including the U.S. flag, the Liberty Bell, and the bald eagle.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Set a purpose for listening• Deepen comprehension through “Somebody Wanted But So Then” strategy• Identify important information and sequence events in a text• Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph• Domain Assessment
<p>Unit Length: 12 Days</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• Several important historical figures and events led to how the thirteen colonies determined and gained their independence from Britain to become the United States of America.• The British imposed taxes on the thirteen colonies, which led to the Boston Tea Party, the Revolutionary War, and the Declaration of Independence.• The roles of women, Native Americans, and African Americans during this time period are highlighted.

Grade 1 Curriculum Map

September 5th - October 30th

Skills Unit 1

<h3>Unit Summary</h3> <p>Unit 1 provides a review of the sounds and spellings taught in the CKLA Kindergarten curriculum. Students are introduced to Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far).</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds• Spell words with double-letter spellings• Identify Tricky Spellings 'th' >/th/, /th/ and 's' pronounced /s/ or /z/• Consonant digraphs ('ch', 'sh', 'th', 'ng')• Identify Tricky Words (review from K)• Read stories in the decodable Reader• Answer story questions• Beginning-of-the-Year Placement Assessment
<p>Unit Length: 32 Days</p>	<h3>Big Ideas</h3> <ul style="list-style-type: none">• Students read the decodable reader "Snap Shots" to practice fluency.• The stories (chapters) in the reader are told from Beth's point of view. Beth is a young girl who travels to the United Kingdom to visit friends.• Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: *Snap Shots*
Text Type: Literary
Lexile: 450L

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Grade 1 Curriculum Map November 4th - December 11th

Skills Unit 2

<p>Unit Summary</p> <p>Introduces five vowel sounds and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with separated digraphs (such as <i>a</i> and <i>e</i> in <i>cake</i>). The unit also includes grammar lessons on nouns (including proper nouns) as well as practice with new Tricky Words.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Read and write long vowel sounds, including separated vowel digraphs (CVCe words)• Identify and use common and proper nouns• Identify and spell Tricky Words <i>he, she, we, be, me, we, they, their, my, by, you, your</i>• Spell dictated words• Unit Assessment	
<p>Unit Length: 19 Days</p>	<p>Anchor Text: <i>Gran</i> Text Type: Literary Lexile: 400L</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• Students read the decodable Reader “Gran” to practice fluency.• The stories follow the character Gran, a well-traveled grandmother who visits her grandchildren, Josh and Jen.• Students answer comprehension questions orally and/or in writing after reading each story.

Grade 1 Curriculum Map

December 12th - February 3rd

Skills Unit 3

Unit Summary

Introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling “oo.” Grammar exercises focus on identifying verbs and verb tense (regular present, past, and future). Students begin formal instruction in the writing process with a focus on narrative writing.

Overall Learning Outcomes

- Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/
- Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/
- Identify and spell Tricky Words *should, could, would, down, because*
- Spell grade-level words correctly: weekly spelling tests begin
- Identify and use verbs and verb tenses
- Use the writing process to compose a narrative
- Unit Assessment

Big Ideas

- Students read the decodable Reader “Fables” to practice fluency.
- The Reader has versions of famous fables, most of which are attributable to the ancient Greek storyteller Aesop.
- Fables are special types of stories that teach important lessons or morals.
- Fables often feature talking animals as main characters.
- Students answer comprehension questions orally and/or in writing after reading each story.

Unit Length:

19 Days

Anchor Text: *Fables*

Text Type: Literary

Lexile: 480L

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Grade 1 Curriculum Map

February 4th - March 26th

Skills Unit 4

<h3>Unit Summary</h3> <p>Introduces the most common (or least ambiguous) spellings for /r/-controlled vowel sounds. Students learn the concept of a syllable and practice with two-syllable words. Students are introduced to past-tense verb forms ending with <i>-ed</i> as they continue to work with nouns and verbs in phrases. Students are introduced to adjectives and they practice descriptive writing.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Read and write words with r-controlled vowels• Review long vowel spellings, including digraphs• Identify and use contractions• Spell grade-level words correctly• Divide multi-syllable words into parts• Read and spell Tricky Words <i>today, yesterday, tomorrow</i>• Read and write past tense verbs with -ed• Compose descriptive writing pieces• Mid-Year Assessment
<p>Unit Length: 28 Days</p>	<p>Anchor Text: <i>The Green Fern Zoo</i> Text Type: Informational Lexile: 610L</p> <h3>Big Ideas</h3> <ul style="list-style-type: none">• Students read the decodable Reader “The Green Fern Zoo” to practice fluency.• The main character is fictional, but the information in the book is factual.• Informational text features such as headings and a picture glossary are introduced.• Students answer comprehension questions orally and/or in writing after reading each story.

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Grade 1 Curriculum Map

Skills Unit 5

March 27th - May 14th

Unit Summary

Students begin learning spelling alternatives that make up the advanced code. They practice making nouns plural and changing spelling when adding suffixes. In grammar, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. They plan, draft, and edit a letter in which they express their opinions to the main character of the Student Reader.

Overall Learning Outcomes

- Segment and blend two-syllable words
- Read and write spelling alternatives for /ch/, /j/, /v/, and /r/
- Review single and double-letter consonants
- Form plural nouns by adding -s, -es
- Write words with suffixes -ed or -ing
- Spell grade-level words correctly
- Identify and write different sentence types
- Use the writing process to compose a letter expressing an opinion
- Unit Assessment

Big Ideas

- Students read the decodable Reader "Kate's Book" to practice fluency.
- The Reader tells the story of a girl named Kate who writes a book about her summer vacation. The premise is that students are reading the book that Kate wrote, which her grandmother also illustrated.
- Students answer comprehension questions orally and/or in writing after reading each story.

Unit Length:

22 Days

Anchor Text: *Kate's Book*

Text Type: Literary

Lexile: 540L

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Grade 1 Curriculum Map

May 15th - June 5th

Skills Unit 6

<h3>Unit Summary</h3> <p>Students continue to work with several spelling alternatives for consonant sounds. Students review nouns and pronouns and learn to match pronouns to the nouns to which they refer. They plan, draft, and edit a personal narrative.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Segment and blend two-syllable words• Read and write spelling alternatives for /s/, /n/, /ng/, /w/• Spell grade-level words correctly• Use past, present, and future verb tenses• Build phrases and expand sentences using adjectives• Match pronouns to antecedents• Use the writing process to compose a personal narrative• Unit Assessment
<p>Unit Length: 25 Days</p>	<h3>Big Ideas</h3> <ul style="list-style-type: none">• Students read the decodable Reader "Grace" to practice fluency.• The Reader is about a girl named Grace who lives on a farm in the Midwest. The stories take us through her daily life on a farm and in the country.• Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: *Grace*
Text Type: Literary
Lexile: 560L

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Grade 2 Curriculum Map September 5th - September 24th

Knowledge Domain 1: Fairy Tales and Tall Tales

<p>Unit Summary</p> <p>Students are introduced to three classic fairy tales: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” They consider characteristic elements of fairy tales and consider problems faced by the characters as well as lessons each story conveys. Students then turn to the American frontier and tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. They learn about the characteristics of tall tales, such as exaggeration and larger-than-life characters.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of Fairy Tales and Tall Tales genres• Set a purpose for listening and understand the concept of exaggeration• Distinguish details of idioms and multiple meaning words• Identify regular and irregular plurals• Compare and contrast two tall tales using a graphic organizer• Experiment with narrative writing by rewriting a classic tale• Domain Assessment
<p>Unit Length: 8 Days</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• Fairy Tales and Tall Tales lay the foundation of understanding stories in future grades.• Fairy Tales is a continuation and deepening of prior knowledge about the genre and will allow for a greater understanding of story grammar.• Tall Tales introduces students to the setting of the American frontier and some of the occupations there.
	<p>Anchor Text: <i>Fairy Tales and Tall Tales</i> (Read-Aloud)</p> <p>Text Type: Literary</p> <p>Lexile: 780L</p>

Grade 2 Curriculum Map September 25th - October 30th

Knowledge Domain 2: Early Asian Civilizations

<h3>Unit Summary</h3> <p>Students are introduced to the continent of Asia and its two most populous countries, India and China. Students learn about early India, the importance of the Indus and Ganges Rivers, and the basics of their culture. Students then explore early Chinese civilization and its lasting contributions, including paper, silk, and the Great Wall of China. In addition, students are introduced to related folktales and poetry, including “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” and “The Magic Paintbrush.”</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Identify key components of a civilization• Identify trickster tales and folktales as a type of fiction• Effectively write and use regular and irregular past tense verbs• Successfully plan, draft, and publish an informational book about China• Summarize a text in “Somebody Wanted But So Then” format• Domain Assessment
<p>Unit Length: 14 Days</p>	<p>Anchor Text: <i>Early Asian Civilizations</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 970L</p>
<h3>Big Ideas</h3> <ul style="list-style-type: none">• India and China, the two most populous countries in Asia, were able to form because of mighty rivers.• Hinduism and Buddhism, two religions in India, were major forces that shaped early Indian civilization.• The early Chinese civilization provided many contributions to the world, including paper, silk, and the Great Wall of China.	

Grade 2 Curriculum Map October 31st - December 2nd

Knowledge Domain 3: The Ancient Greek Civilization

<p>Unit Summary</p> <p>Students explore the civilization of ancient Greece, which lives on in many ways—in our language, government, art and architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, Greek democracy, the gods and goddesses of the ancient Greeks, and the philosophers Socrates, Plato, and Aristotle.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Make predictions about what will happen in a text• Draft a short opinion piece and a short fictional narrative• Compare and contrast the way of life of two Greek city-states• Determine the importance of various leaders and events of Ancient Greece• Domain Assessment
<p>Unit Length: 12 Days</p> <p>Anchor Text: <i>The Ancient Greek Civilization</i> (Read-Aloud)</p> <p>Text Type: Informational/Literary</p> <p>Lexile: 1050L</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• Ancient Greek civilization contributed to many areas of our lives today.• Ancient Greece was the birthplace of democracy, the ideals of which are used today in our own and other governments.• Great philosophers, gods and goddesses, the Olympic games, significant battles, and the conquests of Alexander the Great all added to the importance of the ancient Greeks.

Grade 2 Curriculum Map

Knowledge Domain 4: Greek Myths

December 3rd - January 6th

<h3>Unit Summary</h3> <p>Building on the Ancient Greek Civilization domain, students explore several well-known Greek myths and mythical characters, including Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students learn about common characteristics of myths and examine story elements in the myths.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Identify Greek myths as a type of fiction• Identify common characteristics of Greek myths• Demonstrate understanding of key vocabulary• Sequence story events and make predictions• Plan, draft and edit a fictional narrative in the style of a Greek myth• Collect and synthesize information with graphic organizers• Domain Assessment
<p>Unit Length: 10 Days</p>	<p>Anchor Text: <i>Greek Myths</i> (Read-Aloud) Text Type: Literary Lexile: 920L</p> <h3>Big Ideas</h3> <ul style="list-style-type: none">• Ancient Greeks worshipped many gods and goddesses.• A myth is a fictional story, once thought to be true, that tried to explain mysteries of nature and humankind.• References to Greek mythology are still culturally relevant today, and give students a frame of reference with which to understand literary allusions and the meanings of common words and phrases.

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Grade 2 Curriculum Map

January 7th - January 29th

Knowledge Domain 5: The War of 1812

<h3>Unit Summary</h3> <p>Students are introduced to major figures and events in the War of 1812, sometimes called America’s second war for independence. Students learn about James and Dolley Madison, “Old Ironsides,” “The Star-Spangled Banner,” the Battle of New Orleans, and more, all of which build a foundation for more in-depth study in later grades.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Plan, write, and present a persuasive speech• Create a Picture Gallery of important people and events connected with the War of 1812• Deepen comprehension and cite evidence from the text• Domain Assessment
<p>Unit Length: 8 Days</p>	<h3>Big Ideas</h3> <ul style="list-style-type: none">• The War of 1812 is best remembered as the war that gave birth to “The Star-Spangled Banner.”• It is often called America’s second war for independence.• The United States was greatly affected by the Napoleonic Wars between France and Great Britain.• This domain builds the foundation for learning about westward expansion, the U.S. Civil War, and immigration later this year.

Anchor Text: *The War of 1812*
(Read-Aloud)
Text Type: Informational
Lexile: 820L

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Grade 2 Curriculum Map

January 30th - February 25th

Knowledge Domain 6: Cycles in Nature

<p>Unit Summary</p> <p>Students are introduced to natural cycles that make life on Earth possible. Students will learn about seasonal cycles, plant and animal life cycles, and the water cycle. Students will also enjoy poems by Emily Dickinson and Robert Louis Stevenson.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Collect and synthesize information using note-taking tools• Participate in a shared research project by recording observations on scientific phenomena• Write an informational paragraph summarizing the life cycle of a frog• Domain Assessment
<p>Unit Length: 9 Days</p> <p>Anchor Text: <i>Cycles in Nature</i> (Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 940L</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• Nature has many natural cycles that make life on Earth possible.• Seasonal cycles, flowering plants and trees, animal life cycles, and the water cycle are a few examples of natural cycles.• Natural cycles are interconnected, and a change in one cycle often affects the cycles of many.

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Grade 2 Curriculum Map February 26th - March 27th

Knowledge Domain 7: Westward Expansion

<p>Unit Summary</p> <p>Students are introduced to an important period in the history of the United States—the time of westward expansion during the 1800s. Students explore why pioneers were willing to endure the hardships to move westward, and learn about innovations in transportation and communication, including the steamboat, the Transcontinental Railroad, and the Pony Express. Students also come to understand the hardships and tragedies that Native Americans endured because of westward expansion.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Write an informational text in the format of a Westward Expansion Quilt• Deepen comprehension and cite evidence from a text• Identify the main topic of a text and compare and contrast two texts about the Erie Canal• Domain Assessment
<p>Unit Length: 9 Days</p>	<p>Anchor Text: <i>Westward Expansion</i> (Read-Aloud) Text Type: Informational Lexile: 910L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• Pioneers were willing and eager to endure hardships to move westward during the 1800s.• Many important innovations in both transportation and communication occurred during that time period.• Native Americans endured both intended and unintended hardships and tragedies as a result of westward expansion.

Grade 2 Curriculum Map

Knowledge Domain 8: Insects

March 13th - April 9th

<h3>Unit Summary</h3> <p>Students learn about the characteristics of insects, the largest group of animals on Earth. Students explore insect life cycles and social insects such as bees and ants. They consider helpful and harmful aspects of insects. This domain lays the foundation for more in-depth study in later grades of life cycles and animal classification.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Plan, draft, and revise an informational narrative• Research, collect, synthesize, and record information in a journal• Deepen comprehension and cite evidence from a text• Domain Assessment
<p>Unit Length: 8 Days</p>	<p>Anchor Text: <i>Insects</i> (Read-Aloud) Text Type: Informational Lexile: 940L</p>
<h3>Big Ideas</h3> <ul style="list-style-type: none">• Insects are the largest group of animals on Earth.• Insects have identifiable characteristics and life cycles, are categorized as either solitary or social, and can be viewed as both helpful and harmful.• Insects are important to the process of pollination and also to the production of honey, some cosmetics, and even medicines.	

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Grade 2 Curriculum Map

April 10th - May 13th

Knowledge Domain 9: The U.S. Civil War

<p>Unit Summary</p> <p>This domain lays the foundation for more in-depth study in later grades of a critical period in American history. Students learn about the controversy between the North and the South over slavery. Students also become familiar with the achievements of key historical figures during this time, including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Compare and contrast oppositional concepts using a T-chart• Demonstrate understanding of key vocabulary• Identify and record relevant information to a Civil War Timeline and Civil War Journal• Deepen comprehension and cite evidence from a text• Domain Assessment	
<p>Unit Length: 11 Days</p>	<p>Anchor Text: <i>The U.S. Civil War</i> (Read-Aloud) Text Type: Informational Lexile: 1060L</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• Controversy over slavery between the North and the South eventually led to the U.S. Civil War.• Africans were taken from Africa against their will and forced into slavery in the U.S. until the end of the Civil War.• Significant women and men from the time period include Harriet Tubman, Abraham Lincoln, Clara Barton, Robert E. Lee, and Ulysses S. Grant

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Grade 2 Curriculum Map May 14th - June 5th

Knowledge Domain 10: Human Body: Building Blocks & Nutrition

<p>Unit Summary</p> <p>Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then proceed to explore a number of topics regarding the human body, including cells, tissues, organs, and body systems, with a focus on the digestive and excretory systems. In addition, students learn about good nutrition and other keys to good health.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Cite evidence from the text when answering questions• Make connections and sequence information to deepen comprehension• Identify and record relevant information in <i>My Human Body Journal</i>• Domain Assessment
<p>Unit Length: 9 Days</p>	<p>Anchor Text: <i>Human Body: Building Blocks & Nutrition</i> (Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 950L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• Cells form the building blocks of life on Earth.• Collections of cells form tissues, tissues form organs, and organs form systems within the body.• Anton van Leeuwenhoek was important in science for his work with microscopes and the discovery of one-celled bacteria.• The five keys to good health are: eat well, exercise, sleep, keep clean, and have regular checkups.

Grade 2 Curriculum Map September 5th - October 7th

Skills Unit 1

<p>Unit Summary</p> <p>This unit focuses on reviewing various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Review letter-sound correspondences• Read and write words with short vowel sounds• Read and spell Tricky Words from G1• Read and write two-syllable words• Read and spell words with suffixes -ing, -ed• Read, write and pronounce words with past tense suffix -ed pronounced three different ways• Spell grade-level words correctly• Write sentences with correct capitalization and punctuation• Beginning-of-the-Year Placement Assessment• Unit Assessment
<p>Unit Length: 22 Days</p>	<p>Anchor Text: <i>The Cat Bandit</i> Text Type: Literary Lexile: 480L</p> <p>Big Ideas</p> <ul style="list-style-type: none">• The stories in the Reader <i>The Cat Bandit</i>, tell of the adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach.• The stories are 100% decodable, based on previous CKLA instruction and quick G2 review• Students answer comprehension questions orally and/or in writing after reading each story.

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Grade 2 Curriculum Map

October 8th - November 12th

Skills Unit 2

<h4>Unit Summary</h4> <p>Focus is on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice with a number of high-frequency Tricky Words. They learn about the use of quotation marks and begin instruction in the writing process, writing narratives and opinions.</p>	<h4>Overall Learning Outcomes</h4> <ul style="list-style-type: none">• Review letter-sound correspondences• Read one and two-syllable words with short and long vowels, including vowels with spelling alternatives• Read contractions and identify their non-contracted equivalents• Read and spell high-frequency Tricky Words• Spell grade-level words correctly• Use quotation marks in writing• Use the writing process to compose a narrative• Unit Assessment
<p>Unit Length: 16 Days</p>	<h4>Big Ideas</h4> <ul style="list-style-type: none">• The Reader for this unit is <i>Bedtime Tales</i>. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories.• Close reading lessons are introduced in this unit using chapters from the Reader.• Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: *Bedtime Tales*
Text Type: Literary
Lexile: 430L

Grade 2 Curriculum Map November 13th - January 13th

Skills Unit 3

<p>Unit Summary</p> <p>Introduces spelling alternatives for vowel sounds, as well as various tricky spellings (spellings that can stand for more than one sound). Students practice writing a personal narrative. Grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. Students are also introduced to antonyms and synonyms.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Review letter-sound correspondences• Read words with short and long vowels, including vowels with spelling alternatives• Read and write words with Tricky Spellings• Read and spell high-frequency Tricky Words• Use capitalization, quotation marks, and ending punctuation correctly• Identify and use common and proper nouns, antonyms, synonyms, and verbs• Use the writing process to compose a personal narrative• Unit Assessment
<p>Unit Length: 25 Days</p> <p>Anchor Text: <i>Kids Excel</i> Text Type: Literary Lexile: 510L</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• The Reader for this unit is <i>Kids Excel</i>. This fictional Reader consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, rock skipping. Each profile progresses across several selections.• Close reading lessons in this unit use chapters from the Reader.• Students answer comprehension questions orally and/or in writing after reading each story.

Grade 2 Curriculum Map

January 15th - March 6th

Skills Unit 4

<p>Unit Summary</p> <p>Students are introduced to more spelling alternatives for vowel sounds, as well as three tricky spellings. Students practice persuasive writing as part of a friendly letter. In grammar, students review singular and regular plural nouns, as well as common and proper nouns. They are introduced to the formation of irregular plural nouns, as well as action verbs and <i>to be</i> verbs.</p>	<p>Overall Learning Outcomes</p> <ul style="list-style-type: none">• Read words and write words with alternative vowel spellings• Use capitalization, quotation marks, and ending punctuation correctly• Identify and use irregular plural nouns• Use apostrophes to show possession• Use titles such as Mr., Mrs., and other proper nouns• Use past and present tense of the verb <i>to be</i>• Use the writing process to compose a persuasive letter• Unit Assessment
<p>Unit Length: 25 Days</p>	<p>Big Ideas</p> <ul style="list-style-type: none">• <i>The Job Hunt</i> is a fictional Reader that describes a nineteen-year-old girl's search for a job in New York City with the help of her younger brother. The Introduction contains information about New York City, including a map.• Close reading lessons in this unit use chapters from the Reader.• Students answer comprehension questions orally and/or in writing after reading each story.

Anchor Text: *The Job Hunt*
Text Type: Literary
Lexile: 470L

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Grade 2 Curriculum Map

March 10th - May 7th

Skills Unit 5

Unit Summary

Introduces spelling alternatives for vowel sounds and the schwa sound. Students practice chunking phonemes as a means of reading multi-syllable words. They review grammar skills and learn about adjectives, as well as how to identify the subject and predicate in a complete sentence. Additionally, students continue to practice narrative writing by rewriting an ending to a story from their Student Reader.

Overall Learning Outcomes

- Read words and write words with alternative vowel spellings
- Alphabetize words
- Read and write words with /ə/ (schwa) sounds
- Identify the subject and predicate in sentences
- Understand and use adjectives in sentences
- Use correct capitalization, punctuation, and grammar in writing
- Read and write words with the suffix -tion
- Use the writing process to write a different ending to a story from the Reader
- Unit Assessment

Big Ideas

- *Sir Gus* is a fictional Reader detailing the serendipitous undertakings of Sir Gus, one of King Alfred's knights. Despite his title as "Sir Gus the Fearless," Sir Gus actually has many different fears. Sir Gus has to face a thief, a troll, pirates, an evil wizard, and an enemy king.
- Close reading lessons in this unit use chapters from the Reader.
- Students answer comprehension questions orally and/or in writing after reading each story.

Unit Length:

30 Days

Anchor Text: *Sir Gus*

Text Type: Literary

Lexile: 660L

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Grade 2 Curriculum Map

May 8th - June 5th

Skills Unit 6

<h3>Unit Summary</h3> <p>Introduces several new spelling alternatives for vowel and consonant sounds. Students review grammar skills and learn about adverbs. They also learn to distinguish complete from incomplete sentences, as well as how to identify and correct run-on sentences. Students are introduced to expository or report writing. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 3 teachers via the End-of-Year Summary sheet.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Read words and write words with Tricky and alternative vowel and consonant spellings• Alphabetize to the second letter• Identify and use adverbs• Identify complete and incomplete sentences• Correct run-on sentences• Use correct capitalization, punctuation, and grammar in writing• Take notes from the text• Use the writing process to write a multi-paragraph report• End-of-the-Year Assessment
<p>Unit Length: 36 Days</p>	<p>Anchor Text: <i>The War of 1812</i> Text Type: Informational Lexile: 580L</p>
<h3>Big Ideas</h3> <ul style="list-style-type: none">• The letter-sound correspondences taught in CKLA up to this point represent most of the important letter-sound correspondences needed to read English writing.• The Reader for this unit is <i>The War of 1812</i> and covers topics included in G2 Domain 5 of the Knowledge Strand.• Students answer comprehension questions orally and/or in writing after reading each story.	

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Grade 3 Curriculum Map September 5th - September 26th

Unit 1: Classic Tales: *The Wind in the Willows*

<h3>Unit Summary</h3> <p>Students explore classic tales from different parts of the world, including <i>The Wind in the Willows</i>, <i>Alice in Wonderland</i>, and “<i>Aladdin and the Wonderful Lamp</i>.” They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about characters and themes. Students review significant foundational skills, including short and long vowel sounds, r-controlled vowels, /er/ and its spelling, and syllables with ‘le.’</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Review short and long vowel sounds, r-controlled vowels, alternate spellings, and syllables with ‘le’• Analyze characters, perspective, and point of view• Demonstrate understanding of plot and sequence• Identify themes• Demonstrate understanding of key vocabulary• Write an opinion paragraph• Beginning-of-the-Year Assessment
<p>Unit Length: 15 Days</p>	<p>Anchor Text: <i>Classic Tales</i> Text Type: Literary Lexile: 580L</p> <h3>Big Ideas</h3> <ul style="list-style-type: none">• Children’s stories come from around the world.• Fictional narratives have common elements: dialogue, narration, characters, plot, and setting.• Literary tools in fiction include personification, perspective, and point of view.• Fiction has themes such as friendship, hospitality, and responsibility.

Grade 3 Curriculum Map September 27th - October 22nd

Unit 2: Animal Classification

Unit Summary

This unit continues students' study of the natural world, explaining how scientists use animals' characteristics to classify and study them. Students apply their knowledge through text-based discussions, informal writing exercises in which they classify animals according to their characteristics, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. Students learn and practice alphabetizing words to the second and third letters, and they spell words with suffixes such as *-ed*, *-ing*, and *-es*. In grammar, students review nouns, verbs, adjectives, subjects, predicates, fragments, and run-on sentences. They study concrete and abstract nouns and write compound sentences by adding subjects and predicates to simple sentences. Students also learn the prefixes *un-*, *non-*, *re-*, and *pre-* and discuss how adding prefixes changes the meaning of root words and how the parts of speech of words may change.

Unit Length:

15 Days

Anchor Text: *Rattenborough's Guide to Animals*

Text Type: Informational
Lexile: 770L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Record observations and reflections based on informational reading
- Review suffixes and root words
- Alphabetization to the 2nd and 3rd letter
- Developing sentence structure and parts of speech
- Understanding concrete and abstract nouns
- Identifying and applying prefixes
- Writing an informational paragraph
- Unit Assessment

Big Ideas

- Classification is important for organizing, analyzing, and understanding data.
- Observation and identification of key details and characteristics.
- Engagement in structured inquiry to make reasonable inferences from text evidence.
- Provides a foundation for future learning about classification, life cycles, oceans, marine life, and evolution.

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Grade 3 Curriculum Map October 23rd - November 15th

Unit 3: The Human Body: Systems and Senses

Unit Summary

This unit immerses students in the study of the human body, building their scientific understanding of its skeletal, muscular, and nervous systems. Students read about the role of various body parts and organs associated with each system, such as bones, joints, muscles, nerves, the spinal cord, and the brain. Students also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly, and they learn about difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges. Students write paragraphs, focusing on sentence cohesion and sequence, identifying irrelevant sentences, and composing titles. They review the spelling of regular and irregular plural nouns, as well as adding *-s* or *-es* to certain verb forms, and they review changing the letter 'f' to 'v' and adding the suffix *-es* to create the plural form of words. This unit introduces students to pronouns and asks them to determine subject-verb agreement in sentences, recognizing the pattern of adding *-s* or *-es* to third person singular verbs. In this unit, students study the common prefixes *dis-* and *mis-* and review the prefixes *un-*, *non-*, *re-*, *pre-*, *dis-*, and *mis-*.

Unit Length:

14 Days

Anchor Text: *How Does Your Body Work?*

Text Type: Informational/Literary

Lexile: 620L

Overall Learning Outcomes

- Use a K-W-L chart to organize information
- Demonstrate understanding of key vocabulary
- Demonstrate ability to pluralize regular and irregular nouns
- Create sentences with subject-verb agreement
- Develop and order topic, detail, and concluding sentences in a paragraph with a title
- Identify and use pronouns and prefixes *dis-* and *mis-*
- Unit Assessment

Big Ideas

- Learning can be expanded by looking at systems in greater depth and detail.
- Systems in the body are all closely interconnected.
- Preventative measures can ensure healthy, active bodies.
- Learning can be approached by identifying prior knowledge, setting a purpose for reading, and reviewing what was learned. (K-W-L)

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Grade 3 Curriculum Map November 18th - December 11th

Unit 4: The Ancient Roman Civilization

<h3>Unit Summary</h3> <p>Students dive into ancient Rome in this unit, studying its historical events and culture and reading the legend of Romulus and Remus about Rome’s founding and several myths about Roman gods and goddesses. They study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of r-controlled vowels as well as spellings of the sound /ee/. They review verb tenses and the verbs <i>to be</i> and <i>to have</i> as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. They also study the common suffixes -er, -or, -ist, -ian, -y, and -al, reviewing how suffixes change the meaning of root words and how they may change the part of speech of that word. Students develop their opinion writing skills in this unit, working on a range of opinion pieces that culminate in an opinion essay about Rome’s most significant cultural contribution.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Identify the point of view of a text• Demonstrate understanding of main idea and key vocabulary• Review r-controlled vowels and learn spelling patterns for the /ee/ sound• Continue developing subject-verb agreement and correct verb tense usage• Suffixes -y, -al, -ist, and -ian• Write an opinion essay• Unit Assessment
<p>Unit Length: 15 Days</p>	<p>Anchor Text: <i>Stories of Ancient Rome</i> Text Type: Informational/Literary Lexile: 640L</p>
<h3>Big Ideas</h3> <ul style="list-style-type: none">• This unit serves as a precursor to future, in-depth studies of the Roman Republic and leadership and the decline and fall of the Roman Empire.• An introduction to ancient Roman culture, including food, religion, education, and class.• Roman geography, history, government, and monumental battles of the Roman Empire.	

Grade 3 Curriculum Map

Unit 5: Light and Sound December 12th - January 23rd

<h3>Unit Summary</h3> <p>In this unit students learn the science behind light and sound, reading about light sources, shadows, mirrors, reflection, refraction, lenses, and color and studying the characteristics of sound and the human voice. They also read biographies of Alexander Graham Bell and Thomas Edison, famous inventors who worked with light and sound. Students spell words that include /ee/ and /ae/, and they learn to use guide words in dictionary searches. They review adverbs ending with <i>-ly</i>, study adverbs that tell when and where, and learn the meanings and usages of the conjunctions <i>and</i> and <i>but</i>. Students review the suffixes <i>-er</i>, <i>-or</i>, <i>-ist</i>, <i>-ian</i>, <i>-y</i>, and <i>-al</i>. In addition, students will learn the suffixes <i>-ous</i> and <i>-ly</i>. Students write newspaper articles in this unit, conducting research on their article topics and taking their writing through the steps of the writing process.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Identify characteristics of biography genre, that biographies are nonfiction accounts of peoples' lives• Demonstrate understanding of key vocabulary• Review previous spellings for /ee/ and /ae/ and learn new spellings for the /ae/ sound• Acquire dictionary skills, particularly guide words• Demonstrate understanding of adverbs indicating when and where and conjunctions• Review previously learned suffixes and identify meaning and usage of <i>-ous</i> and <i>-ly</i>• Unit Assessment
<p>Unit Length: 17 Days</p>	<p>Anchor Text: <i>Adventures of Light and Sound</i> Text Type: Informational Lexile: 860L</p>
<h3>Big Ideas</h3> <ul style="list-style-type: none">• This domain builds on a previous domain, The Five Senses, with more in-depth information about sight and hearing.• This domain provides the foundation for future, in-depth learning about the human body and light and sound.• Introduces the concept that light usually moves in waves, but occasionally can move as a stream of particles.	

Grade 3 Curriculum Map

January 24th - February 7th

Unit 6: The Viking Age

Unit Summary

This unit immerses students in the lives of the ancient Norse, using both informational and literary text to convey information about the Vikings, their culture, and their exploration. During this unit, students also participate in a Quest, an immersive, digital, narrative experience that helps them experience what life was like in Viking communities and work collaboratively to make decisions in the Viking manner. Students spell words with /k/ and /s/, learn the conjunction because, and work with the suffixes *-ly* and *-ive*. Student writing focuses on the characters about which they are reading; students compare and contrast characters, analyze them, and imagine new narratives for them. Students also complete a Mid-Year assessment in this unit, allowing teachers to measure their progress toward mastering grade-level standards.

Unit Length:

11 Days

Anchor Text: *Gods, Giants, and Dwarves*
Text Type: Informational/Literary
Lexile: 760L

Overall Learning Outcomes

- Make predictions about a text
- Describe, compare and assign actions to characters
- Write informational piece on character description
- Review spelling patterns for /k/ and /s/
- Identify conjunction “because” as the signal of an answer to a “why” question
- Demonstrate understanding of key vocabulary
- Apply suffixes *-ive* and *-ly* to root words
- Mid-Year Assessment

Big Ideas

- This unit serves as an introduction to the Viking Age.
- It builds upon prior knowledge and understandings of ancient civilizations.
- Students will learn about Norse culture, geography, and everyday life.
- Provides an introduction to Viking explorers.

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Grade 3 Curriculum Map February 12th - March 13th

Unit 7: Astronomy: Our Solar System and Beyond

<h3>Unit Summary</h3> <p>Students learn about astronomy and the universe around us, reading about the sun, planets, our moon, asteroids, comets, meteors, galaxies, stars, and important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. They review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/ and learn the conjunctions so and or as part of their continuing study of conjunctions. They also review the use of quotation marks in dialogue and learn about singular and plural possessive nouns and the correct punctuation needed for presenting items in a series. The formal writing piece for the Astronomy unit is a multi-day informative writing project that describes a day in the life of an astronaut on the International Space Station. Students will gather information, take and organize notes, and use the writing process to plan, draft, revise, edit, and publish the final piece.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Compare and contrast two people, things or ideas• Write an informative piece about the life of an astronaut• Identify cause and effect in a text• Demonstrate proficiency in dictionary skills using guide words• Demonstrate understanding of singular and plural possessive nouns• Apply knowledge of suffixes to unfamiliar words in text and content• Demonstrate understanding of key vocabulary• Unit Assessment	
<p>Unit Length: 20 Days</p>	<p>Anchor Text: <i>What's in Our Universe?</i> Text Type: Informational Lexile: 730L</p>	<h3>Big Ideas</h3> <ul style="list-style-type: none">• Gravity is a force that has different effects on Earth than it does in space.• The difference between a hypothesis and a theory.• Introduction of the Big Bang Theory as a theory for the origin of the universe.• Key people and events from the study and exploration of space.

Grade 3 Curriculum Map March 14th - April 8th

Unit 8: Native Americans: Regions and Cultures

<h3>Unit Summary</h3> <p>Students read how Native Americans spread through the continents, changing their ways of life as they did so. They learn about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic. Students review words with /ə/ and /sh/ + /ə/ + /n/ spelled 'tion.' They study possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and singular and plural possessive nouns. They also learn the difference between the possessive pronoun its and the contraction it's. Students learn the suffixes <i>-ish</i>, <i>-ness</i>, <i>-able</i>, and <i>-ible</i>. Students use writing to compare and contrast, assemble information, and reflect on what they have learned.</p>	<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Demonstrate understanding of key vocabulary• Review various spelling patterns for mastery• Identify possessive nouns and pronouns• Understanding of suffixes <i>-ish</i>, <i>-ness</i>, <i>-able</i>, and <i>-ible</i>• Strengthen dictionary skills by determining key words, the function of entry words, and the meaning of different homographs• Unit Assessment
<p>Unit Length: 13 Days</p>	<h3>Big Ideas</h3> <ul style="list-style-type: none">• Scientists believe that the first people in North and South America migrated there from Asia.• Native Americans had to adapt to the climate and geography of the land on which they lived.• That adaptation shaped their culture, including the methods they used to obtain food, the shelters they built, and the clothing they wore.

Anchor Text: *Native American Stories*
Text Type: Literary
Lexile: 860L

Grade 3 Curriculum Map April 9th - May 15th

Unit 9: Early Explorations of North America

Unit Summary

Students in this unit explore reasons for European exploration, what exploration was like, and who went exploring. They read about aspects of navigation, life on a ship, the journeys of and locations reached by specific explorers, explorers' interactions with native people, and lasting contributions as a result of European exploration. Students spell words with /ue/, /oo/, and /f/. They practice using sentence context to determine word meanings and then consulting a dictionary to see if the definition matches the usage of the word in a sentence. They write sentences to match specific definitions and practice the linking words *for example*, *in the same way*, and *in contrast*. Students are also introduced to comparative and superlative adjectives using the suffixes *-er* and *-est* as well as *more* and *most*; they also learn about irregular comparative and superlative adjectives. Students study the prefixes *pro-* and *anti-* and review the suffixes *-ish*, *-ness*, *-able*, and *-ible*. Students write text-based opinion pieces explaining who they believe was the most important explorer they have studied.

Unit Length:

14 Days

Anchor Text: *The Age of Exploration*

Text Type: Informational

Lexile: 680L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Determine the meaning of a word in context
- Identify linking words and regular and irregular comparative and superlative adjectives
- Further proficiency with dictionary skills including pronunciation, part of speech, and various meanings
- Understand and use prefixes *pro-* and *anti-*
- Write an opinion piece
- Unit Assessment

Big Ideas

- This is a continuation of learning from previous grade levels and provides the foundation for future learning.
- Europeans explored different parts of the world for many reasons.
- Navigating a ship and living on a ship was much different during the age of exploration than it is now.
- There were many explorers from all over Europe, and their journeys were very different.
- Some of the words we use today came from the explorers and their native languages.

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Grade 3 Curriculum Map

May 16th - June 5th

Unit 10: Colonial America

Unit Summary

Throughout this unit students learn about different colonies in early America, including how each colony was started, what life was like when people first arrived, and progress colonists made in the few years after the land was initially settled. Students observe similarities and differences among the colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania. Students spell words with / e/, / e/ + /l/, /sh/ + / e/ + /n/, /ue/, /oo/, /f/, /oi/, and /ou/. Students also practice dictionary skills, identifying entry words and their definitions, parts of speech, and affixed root words and then selecting the correct form of the word to use in a sentence. They practice comparative and superlative adjectives and learn comparative and superlative adverbs, subject pronouns and their antecedents, and object pronouns and their antecedents. Students learn the common prefixes *uni-*, *bi-*, *tri-*, *multi-*, *over-*, *mid-*, and *under-*. During the unit, students practice formal and informal narrative writing. They learn about and apply characteristics of narratives to their own stories, including building a plot, developing characters, using dialogue, and creating an ending. They write a narrative using the writing process by planning, drafting, revising, editing, and publishing.

Unit Length:

16 Days

Anchor Text: *Living in Colonial America*
Text Type: Informational/Literary
Lexile: 860L

Overall Learning Outcomes

- Produce a polished, narrative piece
- Identify the similarities and differences between the thirteen colonies
- Identify the entry word, definition, part of speech and affixed root word in a dictionary and determine the correct form
- Demonstrate understanding of key vocabulary
- Demonstrate understanding of subject and object pronouns and their antecedents
- Unit Assessment

Big Ideas

- Each colony was started by different Europeans for different reasons.
- Each colony had its own unique culture based on the climate, geography, and motivation of its settlers.
- Colonists faced many challenges, and life was much different then from the way we live now.
- There were many important events that led up to the signing of the Declaration of Independence, the Revolutionary War, and the establishment of the United States of America.

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Grade 4 Curriculum Map

September 5th - October 7th

Unit 1: Personal Narratives

Unit Summary

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Students also take a Beginning-of-Year assessment to evaluate their preparedness for Grade 4 instruction.

Overall Learning Outcomes

- Identify features of personal narrative genre
- Identify literary devices in Personal Narratives including similes and metaphors, dialogue, transition words, sensory details, and point of view
- Demonstrate understanding of cause and effect
- Develop proficiency with cursive handwriting
- Beginning-of-the-Year Assessment

Big Ideas

- Writers of personal narratives incorporate a variety of literary elements and an intentional point of view into their writing.
- Students can increase their literal comprehension and ability to make text-based inferences through critical and close reading.
- Personal narratives are a genre that students can use to create a sense of meaning out of their life's experiences.

Unit Length:

15 Days

Anchor Text: *Personal Narratives*

Text Type: Informational

Lexile: 800L

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Grade 4 Curriculum Map

Unit 2: Empires in the Middle Ages

October 8th - December 2nd

Unit Summary

The *Empires in the Middle Ages* unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. While part 1 deals primarily with the events of western Europe and the relationship between the Christian Church and the rulers of the region, the concurrent part 2 looks at events in another part of the world (particularly in what is now called the Middle East). Students practice taking notes from informational text, writing an informative, explanatory paragraph, and writing a persuasive paragraph. They describe the functions of and relationship between nouns and adjectives as well as between adverbs and verbs, form and use prepositional phrases, identify parts of speech, correctly use subject and predicate, and correct sentence fragments or run-on sentences by revising them into complete sentences. They practice writing the four different kinds of sentence and using the progressive verb tense. Students work with the prefixes *un-*, *non-*, and *en-*, the root words *arch* and *graph*, and the suffix *-y*.

Unit Length:
25 Days

Anchor Text: *Empires in the Middle Ages*
Text Type: Informational/Literary
Lexile: 910L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Write an informative paragraph using details from the text
- Determine importance through note taking
- Write an opinion piece with evidence to support that opinion
- Utilize paraphrasing to create an explanatory paragraph
- End-of-Unit Assessment

Big Ideas

- The decline and fall of the Roman Empire led to the Islamic Empire and the western European empire, influenced by the role of the Christian Church.
- The Crusades were religious and political wars fought by both empires to gain control of The Holy Land.
- Advances made in the fields of knowledge, philosophy, and science moved from Greek roots to Arabic to Latin cultures.
- We must understand the past origins of these cultures in order to make sense of our current political climate.

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Grade 4 Curriculum Map

Unit 3: Poetry

December 3rd - January 14th

Unit Summary

This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Harriette Mullen. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.

Unit Length:

15 Days

Anchor Text: *Poetry Journal*

Text Type: Literary

Lexile: N/A because poetry/verse

Overall Learning Outcomes

- Read text with the purpose of identifying details and evidence
- Explore imaginative possibilities of figurative language
- Identify and develop an understanding of poetic devices including rhyme, repetition, alliteration, meter, and tone
- Explore and identify extended metaphors in text
- Write original poems with colorful language and poetic devices

Big Ideas

- This unit prepares students for complex texts, vocabulary, and form they will encounter in Grade 5.
- Poetry need not be bound by formal constraints, but can be a free form, creative, imaginative vehicle for expression.
- Poetry has been around for centuries, and it is a timeless, distinctive craft.

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Grade 4 Curriculum Map

January 16th - February 6th

Unit 4: Eureka! Student Inventor

Unit Summary

Eureka! Student Inventor Quest, a narrative-driven unit that immerses students in close reading adventures. Through them, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. In Eureka! Student Inventor, students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them, identify problems, create evidence-based solutions, and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, communication, and persuasion. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules. Students read biographical articles about eight inventors, detailed histories of important inventions, and scientific explanations of simple machines. Comprehension and collaboration skills are developed throughout, as students establish rules for group work and work together on building, reading about, and presenting inventions. Students make oral presentations about their inventions and demonstrate how and what they have learned from their peers' presentations. Audio and video components, as well as teacher-read texts, give students opportunities to practice active listening.

Unit Length:

10 Days

Anchor Text: *Eureka! Files*

Text Type: Informational

Lexile: 1100L

Overall Learning Outcomes

- Read complex literary and informational text, find evidence, and use it appropriately
- Write in opinion, informational, and narrative modes and adjust style for task and audience
- Develop proficiency in research, observation, communication, and persuasion
- Demonstrate understanding of key vocabulary

Big Ideas

- Inventors go through a variety of steps in the creative process, often times resulting in an invention.
- The creative process involves identifying problems and creating evidence-based solutions.
- Inventors, and students playing the role of inventor, engage in collaborative discussions, share ideas, and often work in partnerships and teams.

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Grade 4 Curriculum Map

February 13th - March 13th

Unit 5: Geology

Unit Summary

This unit focuses on the composition of the earth and the forces that change Earth's surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. Students will also study geological processes like rock formation, weathering, and erosion in order to understand how the earth changes over time and why it looks the way it does. They review the stages of the writing process, examine and explain similes, draft an informational pamphlet about tsunamis, write a wiki entry about a specific volcano, and create a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices such as alliteration, personification, and simile. Students also work with the suffix *-ly* and the root word *rupt* and practice sequencing adjectives and proper use of commas and quotation marks. This unit includes a Mid-Year assessment to track student progress towards grade-level standards mastery.

Unit Length:

15 Days

Anchor Text: *The Changing Earth*
Text Type: Informational/Literary
Lexile: 900L

Overall Learning Outcomes

- Ability to reference bolded words in the glossary not directly addressed in lessons
- Demonstrate understanding of key vocabulary
- Examine and explain similes
- Draft an informational pamphlet, write a wiki entry, and create a descriptive paragraph
- Utilize literary devices including alliteration, personification, and simile
- Mid-Year Assessment

Big Ideas

- Earth is composed of layers that, through heat and pressure, cause movements that result in geological features above and below the Earth's surface.
- Tectonic plate theory explains how mountains, volcanoes, and trenches are created on land and under the sea.
- Information about the rock cycle, weathering, and erosion explains how the earth is continually changing.

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Grade 4 Curriculum Map March 19th - April 14th

Unit 6: Contemporary Fiction: *The House on Mango Street*

Unit Summary

This unit leads students into a deep dive on narrative literature and writing, using excerpts from *The House on Mango Street* as its anchor text. Throughout this unit, students read closely and analyze the text, then practice using literary elements they have explored in each vignette from the Reader—for example, the use of detailed descriptions, the building of aspiration as a theme, and the contrast between the protagonists' perceptions and the perceptions of others. The unit asks students to compose a multi-chapter narrative; they build their stories throughout several lessons devoted to planning, drafting, and revising their work. In addition, students practice opinion writing using evidence from the text.

Unit Length:
13 Days

Anchor Text: Writer's Journal with excerpts from *The House on Mango Street*
Text Type: Literary
Lexile: 800L

Overall Learning Outcomes

- Reading for details, dialogue, and action
- Inferring character and theme in a text
- Development of Core and Literary Vocabulary
- Develop strength in writing narrative prose
- Demonstrate proficiency in writing an opinion piece backed by clear evidence
- Demonstrate success with literary devices including detailed descriptions, use of theme, and contrasting character perceptions.
- End-of-Unit Assessment

Big Ideas

- Through close reading, a reader can discover several different layers of meaning in a text.
- Narrative text can be similar to poetry, with short stories that contain imaginative and sometimes abstract use of language.
- Narrative text can act as windows, revealing lives different from ours, or mirrors, reflecting characters with whom we can identify.

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Grade 4 Curriculum Map

April 15th - June 2nd

Unit 7: American Revolution

Unit Summary

This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding both what caused the thirteen colonies to break away and become an independent nation and what significant ideas and values were at the heart of the American Revolution. Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay. Students learn the prefixes *im-* and *in-*, the suffixes *-ible* and *-able*, and the root word *port*. They also learn modal auxiliary verbs and continue developing their use of commas and quotation marks and employing correct subject-verb agreement.

Unit Length:

17 Days

Anchor Text: *The Road to Independence*

Text Type: Informational/Literary

Lexile: 950L

Overall Learning Outcomes

- Write a five-paragraph compare and contrast essay
- Demonstrate understanding of key vocabulary
- Develop proficiency of subject-verb agreement with both regular and irregular verbs
- Deepen knowledge and understanding of prefixes and suffixes when added to root words
- End-of-Unit Assessment

Big Ideas

- Disagreements about principles of government led colonists in North America to seek independence from Great Britain.
- The causes, major figures, and consequences provide a framework for understanding the strive for independence.
- There were significant ideas and values at the heart of the American Revolution.

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