

Grade 1 Curriculum Map

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/, /<u>th</u>/ 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	
<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.		<div><div>Unit Length:</div><div>32 Days</div></div> <div><div>Anchor Text:</div><div><i>Snap Shots</i></div></div> <div><div>Text Type:</div><div>Literary</div></div> <div><div>Lexile:</div><div>450L</div></div>	

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Skills Unit 2

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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	
<h3>Big Ideas</h3> <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.		<div><div>Unit Length: 19 Days</div><div>Anchor Text: <i>Gran</i> Text Type: Literary Lexile: 400L</div></div>	

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Skills Unit 3

<h3>Unit Summary</h3> <p>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.</p>		<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Read and write words with vowel sounds /oo/, /<u>oo</u>/, /ou/, /oi/, /aw/• Distinguish between similar vowel sounds /ue/, /oo/, /<u>oo</u>/ and /u/• Identify and spell Tricky Words <i>should, could, would, down, because</i>• 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	
<h3>Big Ideas</h3> <ul style="list-style-type: none">• 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.			
<p>Unit Length:</p> <p>19 Days</p>		<p>Anchor Text: <i>Fables</i></p> <p>Text Type: Literary</p> <p>Lexile: 480L</p>	

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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	
<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.			
<p>Unit Length:</p> <p>28 Days</p>	<p>Anchor Text: <i>The Green Fern Zoo</i></p> <p>Text Type: Informational</p> <p>Lexile: 610L</p>		

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Skills Unit 5

<h3>Unit Summary</h3> <p>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.</p>		<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• 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	
<h3>Big Ideas</h3> <ul style="list-style-type: none">• 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.			
<p>Unit Length:</p> <p>22 Days</p>	<p>Anchor Text: <i>Kate’s Book</i></p> <p>Text Type: Literary</p> <p>Lexile: 540L</p>		

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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 <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.
<p>Unit Length:</p> <p>25 Days</p>	<p>Anchor Text: <i>Grace</i></p> <p>Text Type: Literary</p> <p>Lexile: 560L</p>	

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Skills Unit 7

<h3>Unit Summary</h3> <p>Students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. In addition, students learn about the use of conjunctions and commas as well as noun-verb agreement in sentences. Students practice the writing process by planning, drafting, and editing an informative/explanatory text. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 2 teachers via the End-of-Year Summary sheet.</p>		<h3>Overall Learning Outcomes</h3> <ul style="list-style-type: none">• Segment and blend two-syllable words• Read and write spelling alternatives for /ae/, /oe/• Spell grade-level words correctly• Identify and use plural nouns• Identify and use correct noun-verb agreement• Write sentences using conjunctions• Use the writing process to compose instructional writing• End-of-the-Year Assessment	
<h3>Big Ideas</h3> <ul style="list-style-type: none">• The Reader focuses on a young girl, Kay, and her friend Martez, a Mexican-American boy. Kay, Martez, and Kay's family go on a trip to Mexico.• The text incorporates Grade 1 history and geography topics from the CKLA Knowledge strand.• Students answer comprehension questions orally and/or in writing after reading each story.			
<p>Unit Length:</p> <p>21 Days</p>	<p>Anchor Text: <i>Kay and Martez</i></p> <p>Text Type: Literary</p> <p>Lexile: 630L</p>		

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Knowledge Domain 1: Fables and Stories

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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>	<h3>Big Ideas</h3> <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.

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Knowledge Domain 2: The Human Body

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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 <h3>Big Ideas</h3> <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.
<p>Unit Length:</p> <p>10 Days</p>	<p>Anchor Text: <i>The Human Body</i> (Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 790L</p>	

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Knowledge Domain 3: Different Lands, Similar Stories

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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	
<h3>Big Ideas</h3> <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.			
<p>Unit Length:</p> <p>9 Days</p>	<p>Anchor Text: <i>Different Lands, Similar Stories</i> (Read-Aloud)</p> <p>Text Type: Literary</p> <p>Lexile: 770L</p>		

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Knowledge Domain 4: Early World Civilizations

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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 <h3>Big Ideas</h3> <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.
<p>Unit Length:</p> <p>16 Days</p>	<p>Anchor Text: <i>Early World Civilizations</i> (Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 950L</p>	

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Knowledge Domain 5: Early American Civilizations

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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	
<h3>Big Ideas</h3> <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.			
<p>Unit Length: 11 Days</p>	<p>Anchor Text: <i>Early American Civilizations</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 950L</p>		

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Knowledge Domain 6: Astronomy

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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	
<h3>Big Ideas</h3> <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.			
<p>Unit Length:</p> <p>9 Days</p>	<p>Anchor Text: <i>Astronomy</i>(Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 1020L</p>		

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Knowledge Domain 7: The History of the Earth

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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	
		<h3>Big Ideas</h3> <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.	
<p>Unit Length:</p> <p>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>	

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Knowledge Domain 8: Animals and Habitats

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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>	<h3>Big Ideas</h3> <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.

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Knowledge Domain 9: Fairy Tales

<h3>Unit Summary</h3> <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>		<h3>Overall Learning Outcomes</h3> <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	
<h3>Big Ideas</h3> <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.			
<p>Unit Length:</p> <p>9 Days</p>	<p>Anchor Text: <i>Fairy Tales</i> (Read-Aloud)</p> <p>Text Type: Literary</p> <p>Lexile: 830L</p>		

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Knowledge Domain 10: A New Nation: American Independence

<h3>Unit Summary</h3> <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>	
<div><div>Unit Length:</div><div>12 Days</div></div>	<h3>Overall Learning Outcomes</h3> <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
	<h3>Big Ideas</h3> <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.

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Knowledge Domain 11: Frontier Explorers

<h3>Unit Summary</h3> <p>Students are introduced to early exploration of the American West and learn about key figures such as Daniel Boone, Lewis and Clark, and Sacagawea. They learn how colonists spread westward, including their struggles and successes and their interactions with native peoples.</p>		<h3>Overall Learning Outcomes</h3> <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	
<h3>Big Ideas</h3> <ul style="list-style-type: none">• The American frontier, explorers, and important events all pave the way for westward expansion of the United States.• The Appalachian Mountains were difficult to traverse and acted as a barrier to colonists who wanted to settle farther west.• Daniel Boone, the Louisiana Purchase, Lewis and Clark’s expeditions, and the role of Native Americans are all key to understanding what led to westward expansion.			
<p>Unit Length:</p> <p>11 Days</p>	<p>Anchor Text: <i>Frontier Explorers</i> (Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 1060L</p>		