

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

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

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

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## Fairy Tales and Tall Tales

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

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud</p>	<p>Use agreed-upon rules for group discussions</p> <p>Carry on and participate in a conversation over at least six turns</p> <p>Produce complete sentences when appropriate</p>	<p>Identify real-life connections between words and their use</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</p>	
<b>Lesson 1:</b> The Fisherman and His Wife	<p>Demonstrate familiarity with “The Fisherman and His Wife”</p> <p><b>Describe the characters, plot, and setting</b> of “The Fisherman and His Wife”</p> <p><b>Identify common characteristics of fairy tales and the fairy tale elements</b> of “The Fisherman and His Wife”</p> <p><b>Recount</b> “The Fisherman and His Wife” and <b>determine the central message, lesson, or moral</b></p> <p><b>Describe how the fisherman feels</b> about asking for more wishes and how the flounder feels about granting each wish in “The Fisherman and His Wife”</p> <p><b>Describe illustrations</b> of the sea in “The Fisherman and His Wife”</p>	<p>Summarize content and/or oral information presented by others by using the main events in “The Fisherman and His Wife”</p> <p>Ask questions to clarify directions</p> <p>Make oral predictions before and during the read-aloud</p>	<p>Determine the meanings of words by using the prefix <i>dis-</i></p> <p>Word Work: <i>displeases</i></p> <p>Identify the correct usages of antonyms <i>pleases</i> and <i>displeases</i></p>	<p>Rewrite and illustrate “The Fisherman and His Wife” using new characters, a different setting, and different wishes and share writing with others</p>

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

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	in “Beauty and the Beast, Part II”	let her take his place.	Multiple Meaning Word Activity: <i>tunes</i> Sayings and Phrases: <b>Better Late Than Never</b>	
	<i>Pausing Point</i>			
<b>Lesson 5:</b> Paul Bunyan	<b>Distinguish this fantasy from realistic text</b> by explaining that some of the things in the story could not happen in real life	Clarify information about “Paul Bunyan” by asking questions that begin with <i>what</i>  Retell content and/or oral information presented by others by using the main events in “Paul Bunyan”	Word Work: <i>admiration</i>	With assistance, categorize and organize characteristics about the tall tale “Paul Bunyan” into a chart
<b>Lesson 6:</b> Pecos Bill	<b>Compare and contrast</b> orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “Pecos Bill”  <b>Distinguish this fantasy from realistic text</b> by explaining that some of the things in the story could not happen in real life	Add drawings to clarify understanding of exaggerations found in “Pecos Bill” and “Paul Bunyan”  Prior to listening to “Pecos Bill,” identify orally what they know and have learned about characters from other tall tales they have heard  While listening to “Pecos Bill,” orally predict what will happen next based on text heard thus far	Word Work: <i>tame</i>	With assistance, categorize and organize characteristics about the tall tale “Pecos Bill” into a chart
<b>Lesson 7:</b> John Henry	Describe how the words from the “Ballad of John Henry” tell the story about John Henry  <b>Compare and contrast</b> orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “John Henry”  <b>Distinguish fantasy from realistic text</b> by explaining that some of the things in the story could not happen in real life	Prior to listening to “John Henry,” identify orally what they know and have learned about characteristics of tall tales  Prior to listening to “John Henry,” orally predict whether John Henry or the machine will win the competition and then compare the actual outcome to the prediction	Identify new meanings for familiar words, such as <i>tracks</i> , and apply them accurately Word Work: <i>feats</i> Multiple Meaning Word Activity: <i>tracks</i>	With assistance, categorize and organize characteristics about the tall tale “John Henry” into a chart
<b>Lesson 8:</b> Casey	Describe how the words from the “Ballad of Casey Jones” tell the	Prior to listening to “Casey Jones,” identify orally what they know	Word Work: <i>legendary</i>	With assistance, categorize and organize characteristics about the

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
Jones	<p>story about Casey Jones</p> <p><b>Compare and contrast</b> orally the characteristics of tall tales in “Paul Bunyan,” “John Henry,” and “Casey Jones”</p>	and have learned about the tall tale John Henry		<p>tall tale “Casey Jones” into a chart</p> <p>Create a Venn diagram to generate questions and gather information about Casey Jones and John Henry</p>
<i>Domain Review</i>				
<i>Domain Assessment</i>				
<i>Culminating Activities</i>				

## Early Asian Civilizations

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

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

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

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

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
The Blind Men and the Elephant	<p>the blind men in “The Blind Men and the Elephant” respond to challenges</p> <p><b>Describe the characters and plot</b> of “The Blind Men and the Elephant,” including how the beginning introduces the story</p> <p><b>Use</b> information gained from the <b>illustrations</b> and words in “The Blind Men and the Elephant” <b>to demonstrate understanding of its characters, setting, or plot</b></p>	<p>Blind Men and the Elephant,” identify orally what they know and have learned about India and Asia</p> <p>Prior to listening to “The Blind Men and the Elephant,” orally predict how the blind men will describe the elephant in the story, and then compare the actual outcomes to predictions</p> <p>Use regular and irregular past tense verbs correctly in oral language</p>		
Lesson 6: Diwali	<p><b>Interpret information</b> from a chart on Hinduism and Buddhism and connect it to information learned in “Diwali”</p>	<p>Summarize in writing the content of “Diwali”</p> <p>Ask and answer who questions orally to gather information or deepen understanding of the information contained in “Diwali”</p> <p>Add drawings to a summary of the information contained in “Diwali” to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Diwali,” identify orally what they know and have learned about Hinduism</p>	<p>Word Work: <i>custom</i></p>	<p>With guidance and support from adults and peers, focus on information presented in “Diwali” and strengthen writing as needed by revising and editing</p> <p>Share writing with others</p>
Lesson 7: Buddhists and Buddhism	<p><b>Interpret information</b> from a Civilizations Chart and a Comparison Chart and connect them to information learned in “Buddhists and Buddhism”</p>	<p>Add drawings to descriptions of some obstacle they conquered to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Buddhists and Buddhism,” identify orally what they know and have learned about Hinduism</p> <p>Identify how they would feel if they saw the suffering that Siddhartha</p>	<p>Identify new meanings for the word <i>train</i> and apply them accurately</p> <p>Word Work: <i>conquer</i></p> <p>Multiple Meaning Word Activity: <i>train</i></p>	<p>Make a personal connection to Siddhartha’s theory of how people could conquer suffering and achieve happiness</p> <p>With assistance, categorize and organize facts and information from “Buddhists and Buddhism” in a Civilizations Chart and in a Comparison Chart</p>



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		saw		on religion
	<i>Pausing Point</i>			
<b>Lesson 8:</b> The Yellow and Yangtze Rivers	<p><b>Interpret information</b> from a Civilizations Chart and connect it to information learned in “The Yellow and the Yangtze Rivers”</p> <p><b>Compare and contrast</b> orally farming in ancient China with farming in ancient India</p>	<p>Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “The Yellow and the Yangtze Rivers”</p> <p>Prior to listening to “The Yellow and the Yangtze Rivers,” identify orally what they know and have learned about ancient India</p>	<b>Word Work:</b> <i>sorrow</i>	
<b>Lesson 9:</b> Paper, Writing, and Calligraphy	<p><b>Interpret information</b> from a Civilizations Chart and connect it to information learned in “Paper, Writing, and Calligraphy”</p> <p>Compare and contrast orally Chinese writing with written English</p>	<p>Add drawings to descriptions of paper, writing, and calligraphy in ancient China to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Paper, Writing, and Calligraphy,” identify orally what they know and have learned about early Chinese civilizations</p>	<p>Use the antonyms <i>durable</i> and <i>fragile</i> appropriately in oral language</p> <p><b>Word Work:</b> <i>durable</i></p>	<p>Plan, draft, and edit an informative text that presents information from “Paper, Writing, and Calligraphy,” including an introduction to a topic, relevant facts, and a conclusion</p> <p>Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China</p> <p>With assistance, categorize and organize facts and information from “Paper, Writing, and Calligraphy” in a Civilizations Chart</p> <p>Share writing with others</p>
<b>Lesson 10:</b> The Magic Paintbrush	<p><b>Recount information</b> from “The Magic Paintbrush,” a Chinese folktale, <b>and determine the central message</b> of the folktale</p> <p>Describe how Ma Liang, the teacher, and the emperor respond to challenges in “The Magic Paintbrush”</p> <p><b>Describe the characters and plot</b> of</p>	<p>Add drawings to a summary of information heard in “The Magic Paintbrush” to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “The Magic Paintbrush,” identify orally what they know and have learned about China and about folktales</p> <p>Prior to listening to “The</p>	<b>Word Work:</b> <i>praise</i>	<p>Make a personal connection to Ma Liang’s decision to use the magic paintbrush to paint things for others</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<p>“The Magic Paintbrush,” including how the ending concludes the story</p> <p>Use information gained from the illustrations and words in</p> <p>“The Magic Paintbrush” to demonstrate understanding of its characters, setting, or plot</p> <p><b>Sequence four to six pictures illustrating events</b> in “The Magic Paintbrush”</p>	<p>Magic Paintbrush,” orally predict what it might mean for a paintbrush to be magical, and then compare the actual outcomes to predictions</p>		
<b>Lesson 11:</b> The Importance of Silk		<p>Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “The Importance of Silk”</p> <p>Prior to listening to “The Importance of Silk,” identify orally what they know and have learned about China</p>	<p>Use the antonyms <i>emerge</i> and <i>plunged</i> appropriately in oral language</p> <p>Word Work: <i>emerge</i> and <i>plunged</i></p>	<p>Plan, draft, and edit an informative text that presents information from “The Importance of Silk,” including an introduction to a topic, relevant facts, and a conclusion</p>
<b>Lesson 12:</b> China’s Great Wall	<p><b>Interpret information</b> from a Civilizations Chart and connect it to information learned in “China’s Great Wall”</p> <p>Identify how the people of China felt about the northern nomads taking their food, gold, and animals</p>	<p>Ask and answer what questions orally to gather information or deepen understanding of the information contained in “China’s Great Wall”</p> <p>Recount a personal experience involving the saying “easier said than done” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Prior to listening to “China’s Great Wall,” identify orally what they know and have learned about The Silk Roads</p>	<p>Explain the meaning of “Easier said than done” and use in appropriate contexts</p> <p>Word Work: <i>defense</i></p> <p>Sayings and Phrases: <b>Easier Said Than Done</b></p>	<p>With assistance, categorize and organize facts and information from “China’s Great Wall” in a Civilizations Chart</p> <p>Share writing with others</p>
<b>Lesson 13:</b>	<b>Interpret information</b>	Ask and answer who	Distinguish shades of	With assistance,

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
Confucius	<p>from a Venn diagram <b>comparing and contrasting</b> Confucius and Siddhartha and connect it to information learned in “Confucius”</p> <p><b>Compare and contrast</b>, in writing, Confucius and Siddhartha</p>	<p>questions orally to gather information or deepen understanding of the information contained in “Confucius”</p> <p>Recount a personal experience involving the saying “practice what you preach” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Prior to listening to “Confucius,” identify orally what they know and have learned about Siddhartha Gautama</p>	<p>meaning among the adjectives <i>willing</i>, <i>eager</i>, and <i>impatient</i></p> <p>Learn common sayings and phrases such as “practice what you preach”</p> <p>Word Work: <i>eager</i></p> <p>Sayings and Phrases: <b>Practice What You Preach</b></p>	<p>categorize and organize facts and information from “Confucius” in a Venn diagram</p>
<b>Lesson 14:</b> Chinese New Year	<p><b>Interpret information</b> from a Celebrations Venn diagram and connect it to information learned in “Chinese New Year”</p> <p><b>Compare and contrast</b> in writing Diwali and Chinese New Year</p>	<p>Prior to listening to “Chinese New Year,” identify orally what they know and have learned about early Chinese civilization</p> <p>Prior to listening to “Chinese New Year,” identify orally what they know and have learned about early Chinese civilization</p>	<p>Use word parts to determine the meaning of words ending in the suffix <i>-uos</i> in “Chinese New Year”</p> <p>Word Work: <i>prosperous</i></p>	<p>With assistance, categorize and organize facts and information from “Chinese New Year” in a Venn diagram</p>
<i>Domain Review</i>				
<i>Domain Assessment</i>				
<i>Culminating Activities</i>				

## The Ancient Greek Civilization

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

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</i></p>	
<b>Lesson 1:</b> The Ancient Greeks	Locate the island of Crete on a map of ancient Greece and	Draw a picture to represent information from “The Ancient	Determine the meanings of words, such as	With assistance, categorize and organize facts and information on

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
	<p>explain that it is the largest island in the Mediterranean Sea</p> <p><b>Compare and contrast</b> orally the characteristics of civilizations and the ancient civilizations they have already learned about</p>	Greeks”	<p>independently, by using the prefix ‘in’</p> <p>Identify the correct usages of <i>independently</i> and <i>dependently</i> and explain that they are antonyms</p> <p>Word Work: <i>independently</i></p>	the ancient Greek civilization
<b>Lesson 2:</b> Mount Olympus, Part I	<p><b>Recount the story</b> of the Olympian gods and goddesses from “Mount Olympus, Part I,” <b>using transition words</b> like <i>first</i>, <i>next</i>, <i>then</i>, and <i>finally</i>, and discuss with one or more peers</p> <p>Identify the three seas that surrounded ancient Greece using a map of ancient Greece as a guide</p>	<p>Summarize orally the information contained in “Mount Olympus, Part I”</p> <p>Prior to listening to “Mount Olympus, Part I,” identify orally what they know and have learned about the ancient Greek civilization</p> <p>Prior to listening to “Mount Olympus, Part I,” orally predict powers or skills that the gods and goddesses were believed to have and then compare the actual outcome to the prediction</p>	Word Work: <i>summoned</i>	With assistance, categorize and organize facts and information on the ancient Greek civilization
<b>Lesson 3:</b> Mount Olympus, Part II	<p><b>Recount the story</b> of the Olympian gods and goddesses from “Mount Olympus, Part II,” <b>using transition words</b> like <i>first</i>, <i>next</i>, <i>then</i>, and <i>finally</i>, including the sequence of events</p> <p><b>Interpret information</b> from a Civilization Chart and connect it to information learned in “Mount Olympus, Part II”</p> <p><b>Compare and contrast</b> orally the characteristics and powers of the gods and goddesses of the ancient Greeks</p>	<p>Summarize orally information contained in “Mount Olympus, Part II”</p> <p>Prior to listening to “Mount Olympus, Part II,” identify orally what they know and have learned about Mount Olympus</p> <p>Prior to listening to “Mount Olympus, Part II,” orally predict what Zeus’s news for the gods and goddesses will be, and then compare the actual outcome to the prediction</p>	Word Work: <i>mission</i>	With assistance, categorize and organize facts and information on the ancient Greek civilization
<b>Lesson 4:</b> The Olympic	<b>Compare and contrast</b> orally the contributions	Recount a personal experience involving the	Explain the meaning of the saying “Where	Discuss personal responses to watching

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Games	from other civilizations they have previously learned about that are still in our lives today	saying “where there’s a will, there’s a way” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences Prior to listening to “The Olympic Games,” identify orally what they know and have learned about the beliefs of the ancient Greeks	there’s a will, there’s a way,” and use in appropriate contexts Word Work: <i>grand</i> Sayings and Phrases: <b>Where There’s a Will, There’s a Way</b>	the Olympics and/or competing in a sport, and connect those to the Olympic Games in the story “The Olympic Games” With assistance, categorize and organize facts and information on the ancient Greek civilization
<b>Lesson 5:</b> All for Sparta		Prior to listening to “All for Sparta,” identify orally what they know and have learned about city-states and the ancient Greek civilization	Identify new meanings for familiar words, such as camp, and apply them accurately Identify the correct usages of <i>permanently</i> and <i>temporarily</i> and explain that they are antonyms Word Work: <i>permanently</i>	With assistance, categorize and organize facts and information on the ancient Greek civilization Discuss personal responses to knowing someone in the military, and connect those to the military in the story “All for Sparta”
<b>Lesson 6:</b> Athens and the Olive Tree	Locate the city-state Athens on a map of ancient Greece and explain that it is named after the goddess Athena	Prior to listening to “Athens and the Olive Tree,” identify orally what they know and have learned about the gods and goddesses of ancient Greece Prior to listening to “Athens and the Olive Tree,” orally predict how the city-state of Athens got its name and then compare the actual outcome to the prediction	Word Work: <i>ideal</i>	With assistance, categorize and organize facts and information on the ancient Greek civilization
	<b>Compare and contrast</b> orally the city-states of Athens and Sparta. Compare and contrast orally the contributions from other civilizations they have previously learned about that are still in our lives today	With assistance, categorize and organize facts and information on the ancient Greek civilization	Word Work: <i>democracy</i>	Write a persuasive piece that expresses and supports opinions on how a city-state should best be set up and governed using “Athens: The Birthplace of Democracy” Discuss personal responses to having an

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
				idea that was completely different from what everyone else was doing or thinking and connect those to the Greeks in the story “Athens: The Birthplace of Democracy”  With assistance, categorize and organize facts and information on the ancient Greek civilization
	<i>Pausing Point</i>			
<b>Lesson 8:</b> Marathon		Recount the generals’ story from “Marathon” using a Somebody Wanted But So Then chart and discuss with one or more peers  Draw a picture to represent information and details from “Marathon”  Prior to listening to “Marathon,” identify orally what they know and have learned about the contributions the ancient Greeks made to modern-day civilizations	Word Work: <i>tribute</i>	With assistance, categorize and organize facts and information on the ancient Greek civilization
<b>Lesson 9:</b> Thermopylae: The Persians Strike Again		Clarify information about “Thermopylae: The Persians Strike Again” by asking questions that begin with <i>where</i>  Prior to listening to “Thermopylae: The Persians Strike Again,” identify orally what they know and have learned about the battle on the plains of Marathon  Prior to listening to “Thermopylae: The Persians Strike Again,” orally predict whether	Identify new meanings for familiar words, such as channel, and apply them accurately  Distinguish shades of meaning among closely related verbs, such as <i>prefer</i> and <i>like</i>  Word Work: <i>prefer</i>  Multiple Meaning Word Activity: <i>channel</i>	With assistance, categorize and organize facts and information on the ancient Greek civilization

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		the outcome at Thermopylae will be the same as or different than the battle at Marathon and then compare the actual outcome to the prediction		
<b>Lesson 10:</b> The Great Thinkers of Greece	Describe the life of someone living in the time of ancient Greece using details from “The Great Thinkers of Greece”	Clarify information about “The Great Thinkers of Greece” by asking questions that begin with <i>who</i>  Prior to listening to “The Great Thinkers of Greece,” identify orally what they know and have learned about the battle at Thermopylae	Explain the meaning of the saying “Practice what you preach” and use in appropriate contexts  Word Work: <i>marvelous</i> Sayings and Phrases: <i>Practice What You Preach</i>	Create an original narrative about someone living in the time of ancient Greece with characters, and a beginning, middle, and an end  Participate in a shared writing project for a fictional narrative  With assistance, categorize and organize facts and information on the ancient Greek civilization
<b>Lesson 11:</b> Alexander the Great, Part I	Describe the life of someone living in the time of ancient Greece using details from “Alexander the Great, Part I”	Prior to listening to “Alexander the Great, Part I,” identify orally what they know and have learned about philosophy and Socrates, Plato, and Aristotle  Prior to listening to “Alexander the Great, Part I,” orally predict who Alexander the Great was and how he received his name and then compare the actual outcome to the prediction	Word Work: <i>tame</i>	Create an original narrative about someone living in the time of ancient Greece with characters and a beginning, middle, and an end  With guidance and support from adults and peers, focus on writing a fictional narrative and strengthen writing as needed by revising and editing  Participate in a share writing project for a fictional narrative  Discuss personal responses to solving a problem by first observing things and then coming up with a clever idea and connect those to Alexander in the story “Alexander the



	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
				Great, Part I” With assistance, categorize and organize facts and information on the ancient Greek civilization
<b>Lesson 12:</b> Alexander the Great, Part II	<b>Interpret information</b> from a map of the empire of Alexander the Great using the story “Alexander the Great, Part II” Describe the life of someone living in the time of ancient Greece using details from “Alexander the Great, Part II”	Prior to listening to “Alexander the Great, Part II,” identify orally what they know and have learned about Alexander the Great’s early life Prior to listening to “Alexander the Great, Part II,” orally predict what Alexander’s greatest adventure will be and then compare the actual outcome to the prediction	Determine the meanings of words, such as invader, by using the root word as a clue Word Work: <i>invader</i>	Create an original narrative about someone living in the time of ancient Greece with characters and a beginning, middle, and an end Participate in a shared writing project for a fictional narrative Share the edited narrative paragraph about someone living in the time of ancient Greece and discuss with one or more peers
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## Greek Myths

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

*This domain builds on The Ancient Greek Civilization domain and will introduce students to several well-known Greek myths and many well-known mythical characters. Students will learn that the ancient Greeks worshipped many gods and goddesses, and that the 12 they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students will learn the definition of a myth: a fictional story, once thought to be true that tried to explain mysteries of nature and humankind. They will also learn about myths that include supernatural beings or events, and that myths give insight into the ancient Greek culture. Students will hear about Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, the Sphinx, and Hercules, among others.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Summarize (orally or in writing) text content and/or oral information presented by others</i></p> <p><i>Produce complete</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
	<p>myth</p> <p>Describe how Persephone, Demeter, Hades, and Zeus respond to challenges in “Demeter and Persephone”</p> <p><b>Describe the characters and plot</b> of “Demeter and Persephone,” including how the beginning introduces the story</p> <p>Identify how Demeter feels when she realizes Persephone is missing</p>	<p>feelings</p>	<p>Word Work: <i>retrieve</i></p> <p>Multiple Meaning Word Activity: <i>pine</i></p>	
<b>Lesson 4:</b> Arachne the Weaver	<p><b>Recount information</b> from “Arachne the Weaver,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Arachne and Athena respond to challenges in “Arachne the Weaver”</p> <p><b>Describe the characters and plot</b> of “Arachne the Weaver,” including how the ending concludes the action</p> <p>Interpret information pertaining to Greece from a world map or globe and connect it to information learned in various Greek myths</p>	<p>Add drawings to descriptions of the myth “Arachne the Weaver” to clarify ideas, thoughts, and feelings</p>	<p>Provide synonyms for <i>flattered</i></p> <p>Word Work: <i>flattered</i></p>	<p>Plan, Draft, and edit a narrative retelling of “Arachne the Weaver,” including a title, setting, characters, and well-elaborated events of the of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p> <p>Make a personal connection to Arachne and her feelings when Athena calls her work superior</p> <p>Share writing with others</p>
<b>Lesson 5:</b> Theseus and the Minotaur	<p><b>Recount information</b> from “Theseus and the Minotaur,” a Greek myth, <b>and determine the central message</b> of the myth</p> <p>Describe how Theseus, King Minos, Princess Ariadne, and King Aegeus respond to challenges in “Theseus</p>	<p>Ask and answer <i>who</i> questions orally to gather information or deepen understanding of the information contained in “Theseus and the Minotaur”</p>	<p>Provide synonyms for <i>unraveling</i></p> <p>Word Work: <i>unraveling</i></p>	<p>With assistance, categorize and organize facts and information from “Theseus and the Minotaur” in a “Which Happened First?” Chart</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Lesson 6: Daedalus and Icarus	and the Minotaur”			
	<p><b>Recount information</b> from “Daedalus and Icarus,” a Greek myth, <b>and determine the central message</b> of the myth</p> <p>Describe how Daedalus and Icarus respond to challenges in “Daedalus and Icarus”</p> <p>Identify how King Minos feels when he discovers Theseus escaped from the Labyrinth</p>	<p>Ask and answer what questions orally to gather information or deepen understanding of the information contained in “Daedalus and Icarus”</p> <p>Recount a personal experience involving “cold feet” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Use adjectives correctly in oral language</p>	<p>Explain the meaning of “Cold feet” and use in appropriate contexts</p> <p>Word Work: <i>proof</i></p> <p>Sayings and Phrases: <b>Cold Feet</b></p>	<p>Make a personal connection to the method of escape devised by Daedalus in “Daedalus and Icarus”</p>
Lesson 7: Hercules	<i>Pausing Point</i>			
	<p><b>Recount information</b> from “Hercules,” a Greek myth, <b>and determine the central message</b> of the myth</p> <p>Describe how Hercules responds to challenges in “Hercules”</p> <p>Identify how Hercules feels when he was feared by Greek citizens</p>		<p>Word Work: <i>aimlessly</i></p>	<p>Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</p> <p>Make a personal connection to friendship as it is depicted in “Hercules”</p>
Lesson 8: Other Adventures of Hercules	<p><b>Recount information</b> from “Other Adventures of Hercules,” a Greek myth, and determine the central message of the myth</p> <p>Describe how Hercules and Atlas respond to challenges in “Other Adventures of Hercules”</p> <p><b>Identify how Hercules feels</b> at the end of the</p>	<p>Recount a personal experience involving “back to the drawing board” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Make predictions orally prior to listening to “Other Adventures of Hercules” and then compare the</p>	<p>Explain the meaning of “Back to the drawing board” and use in appropriate contexts</p> <p>Word Work: <i>guidance</i></p> <p>Sayings and Phrases: <i>Back to the Drawing Board</i></p>	<p>Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of</p>

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	story compared to how he felt at the beginning of the story	actual outcomes to predictions		closure
<b>Lesson 9:</b> Oedipus and the Riddle of the Sphinx	<b>Recount information from</b> “Oedipus and the Riddle of the Sphinx,” a Greek myth, <b>and determine the central message</b> of the myth	Ask and answer <i>what</i> questions orally to gather information or deepen understanding of the information contained in “Oedipus and the Riddle of the Sphinx”	Word Work: <i>insisted</i>	Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure  With guidance and support from adults and peers, focus on information presented in the <i>Greek Myths</i> domain and strengthen writing as needed by revising and editing  Share writing with others
<b>Lesson 10:</b> Atalanta and the Golden Apples	<b>Recount information from</b> “Atalanta and the Golden Apples,” a Greek myth, <b>and determine the central message</b> of the myth  Describe how Atalanta and Hippomenes respond to challenges in “Atalanta and the Golden Apples”  <b>Describe the characters and plot of</b> “Atalanta and the Golden Apples,” including how the ending concludes the story	Create audio recordings of student-written Greek myths  Orally change the ending to the story of “Atalanta and the Golden Apples”	Provide antonyms for <i>resist</i>  Identify new meanings for the word <i>palm</i> and apply them accurately  Word Work: <i>resist</i>  Multiple Meaning Word: <i>palm</i>	Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure  With guidance and support from adults, explore a variety of digital tools to produce and publish a Greek myth  Share writing with others
	<i>Domain Review</i>			
	<i>Domain Assessment</i>			
	<i>Culminating Activities</i>			

## The War of 1812

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

*This domain will introduce students to an important period in the history of the United States—the time during the War of 1812.*

*The War of 1812 is, perhaps, best remembered as the war that gave birth to “The Star-Spangled Banner.” Students will also learn why the War of 1812 is often called America’s second war for independence. Students will learn how the United States was affected by the Napoleonic Wars between France and Great Britain. They will learn about James and Dolley Madison, and their direct connection to the War of 1812. Students will learn about Great Britain’s three-part plan to win back the United States. This includes attacks on Washington, D.C. and Baltimore, and the Battle of New Orleans. This domain will build the foundation for learning about Westward Expansion, The U.S. Civil War, and Immigration later in Grade 2 as well as for learning about other periods of American history in future grades.*

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for grades 2–4</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
		<i>or clarification</i>		
<b>Lesson 1:</b> America in 1812, Part I	<b>Describe the connection</b> between a series of historical events such as the Revolutionary War and the War of 1812	Ask questions to clarify directions for the Portrait of America in 1812 activity	Word Work: <i>represent</i>	Share writing with others
<b>Lesson 2:</b> America in 1812, Part II	<b>Identify the main topic</b> of the read-aloud “America in 1812, Part II” by creating a portrait of James Madison and writing a brief summary  Describe the connection between a series of historical events such as the Napoleonic Wars and the War of 1812	Draw pictures to represent details or information from “America in 1812, Part II”  Make an audio or video recording to represent details or information from “America in 1812, Part II”  Prior to listening to “America in 1812, Part II,” identify what they know and have learned about George Washington  Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation	Word Work: <i>patience</i>	Plan, write, and present a persuasive speech either for or against the War of 1812  Write simple sentences to represent details or information from “America in 1812, Part II”  Make a connection between having friends who are in an argument and when Britain and France were at war  Share writing with others
<b>Lesson 3:</b> Mr. and Mrs. Madison		Interpret information presented, and then ask a question beginning with the word <i>what</i> to clarify information in “Mr. and Mrs. Madison”  Prior to listening to “Mr. and Mrs. Madison,” identify what they know and have learned about the Constitution	Use word parts to determine meaning of unknown words such as <i>beauty</i> and <i>beautiful</i>  Determine the meaning of multiple-meaning words and phrases, such as <i>branches</i>  Word Work: <i>magnificent</i>  Multiple Meaning Word Activity: <i>branches</i>	
<b>Lesson 4:</b> Another War Already?	<b>Describe how words and phrases supply rhythm and meaning</b> in the poem “Old Ironsides”  <b>Identify the main topic</b> of the read-aloud “Another War Already?”	Draw pictures to represent details or information from “Another War Already?”  Prior to listening to “Another War Already?” identify what they know	Word Work: <i>economy</i>	Write simple sentences to represent details or information from “Another War Already?”  Share writing with others



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

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

<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
differences between the pirates and privateers during the War of 1812	Battle of New Orleans		seek information from multiple sources to answer questions about the War of 1812 Share writing with others
<i>Domain Review</i>			
<i>Domain Assessment</i>			
<i>Culminating Activities</i>			

## Cycles in Nature

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

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text</i></p> <p><i>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate</i></p>	<p><i>Use agreed-upon rules for group discussions, e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>understanding of nonfiction/informational read-alouds of appropriate complexity for grades 2–4</i>			
<b>Lesson 1:</b> The Cycle of Daytime and Nighttime	<p><b>Identify the main topic</b> of “The Cycle of Daytime and Nighttime”</p> <p><b>Describe the connection</b> between the earth’s rotation and daytime and nighttime</p> <p><b>Interpret information</b> from a diagram of the earth’s rotation using the read-aloud “The Cycle of Daytime and Nighttime”</p> <p><b>Identify and express</b> whether they are able to feel the rotation of Earth</p>	<p>Prior to listening to “The Cycle of Daytime and Nighttime,” identify orally what they know about the differences between daytime and nighttime</p>	<p>Identify new meanings for the word <i>stage</i> and apply them accurately</p> <p>Word Work: <i>thrive</i></p> <p>Multiple Meaning Word Activity: <i>stage</i></p>	
<b>Lesson 2:</b> The Reasons for Seasons	<p><b>Identify the main topic</b> of “The Reasons for Seasons”</p> <p><b>Describe the connection</b> between the tilt of the Earth as it orbits the sun and the seasons</p> <p>With assistance, <b>create and interpret a chart on characteristics</b> of seasons, and connect it to information learned in “The Reasons for Seasons”</p> <p><b>Discuss personal responses</b> to seasonal activities they participate in, and connect those to the seasons</p>	<p>Prior to listening to “The Reasons for Seasons,” identify orally what they know and have learned about the rotation of the Earth</p>	<p>Word Work: <i>tilt</i></p>	

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

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

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



## Westward Expansion

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

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text</i></p> <p><i>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for grades 2–4</i>			
<b>Lesson 1:</b> Going West	<b>Describe the connection</b> between a series of historical events such as colonial times and westward expansion With assistance, <b>create and interpret timelines</b> related to colonial times and westward expansion	Ask questions to clarify directions for the Westward Expansion Quilt activity Draw pictures to represent details or information from “Going West” Prior to listening to “Going West,” identify what they know about America prior to westward expansion	Word Work: <i>sights</i>	Write simple sentences to represent details or information from “Going West” Make personal connections to going on a long car ride and moving to a new place like pioneer families’ journeys westward Share writing with others
<b>Lesson 2:</b> Mr. Fulton’s Journey	<b>Identify the main topic</b> of “Mr. Fulton’s Journey” by creating a quilt square <b>Describe the connection</b> between a series of historical events such as the invention of Fulton’s steamboat and westward expansion With assistance, <b>create and interpret a timeline</b> related to the invention of Fulton’s steamboat and westward expansion	Interpret information presented, and then ask a question beginning with the word who to clarify information in “Mr. Fulton’s Journey” Draw pictures to represent details or information from “Mr. Fulton’s Journey” Prior to listening to “Mr. Fulton’s Journey,” identify what they know and have learned about people moving west	Determine the meaning of multiple-meaning words and phrases, such as <i>back</i> Word Work: <i>voyage</i> Multiple Meaning Word Activity: <i>back</i>	Write simple sentences to represent details or information from “Mr. Fulton’s Journey” Share writing with others
<b>Lesson 3:</b> The Journal of a Twelve-Year-Old on the Erie Canal	<b>Describe how words and phrases supply rhythm and meaning</b> in the song “The Erie Canal” <b>Identify the main topic</b> of “The Journal of a Twelve-Year-Old on the Erie Canal” by creating a quilt square <b>Describe the connection</b> between a	Draw pictures to represent details or information from “The Journal of a Twelve-Year-Old on the Erie Canal” Prior to listening to “The Journal of a Twelve-Year-Old on the Erie Canal,” identify what they know and have	Determine the meaning of multiple-meaning words and phrases, such as <i>board</i> Word Work: <i>transport</i> Multiple Meaning Word Activity: <i>board</i>	Write simple sentences to represent details or information from “The Journal of a Twelve-Year-Old on the Erie Canal” Write simple sentences to represent details or information from “The Journal of a Twelve-Year-Old on the Erie Canal” Share writing with others

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

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

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

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	Prior to listening to “The Buffalo Hunters,” identify what they know and have learned about buffalo and the Lakota Sioux		Share writing with others
<i>Domain Review</i>			
<i>Domain Assessment</i>			
<i>Culminating Activities</i>			

## Insects

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

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</p> <p>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</p> <p>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for grades 2–4</p>	<p>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</p> <p>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</p> <p>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</p> <p>Produce complete sentences when appropriate to task and situation in order to provide requested detail</p>	<p>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</p> <p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</p>	

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



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

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

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

## The U.S. Civil War

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

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud</i></p> <p><i>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>appropriate complexity for grades 2–4</i>	<i>or clarification</i>		
<b>Lesson 1:</b> Harriet Tubman, Part I	<p><b>Interpret information</b> from the Slavery Freedom T-chart from “Harriet Tubman, Part I” to explain what slavery was like</p> <p><b>Compare and contrast</b> similarities and differences between slavery and freedom</p>	Identify and express physical sensations, mental states, and emotions of themselves and those of enslaved people in “Harriet Tubman, Part I”	Word Work: <i>value</i>	<p>Write simple sentences to represent details or information from “Harriet Tubman, Part I”</p> <p>Make personal connections between their nickname and Harriet Tubman’s nickname, Minty, in “Harriet Tubman, Part I”</p> <p>With assistance, categorize and organize facts and information within The U.S. Civil War to answer questions about what slavery was like in order to write a Civil War journal entry</p> <p>Share writing with others</p>
<b>Lesson 2:</b> Harriet Tubman, Part II	<p><b>Determine the meaning</b> of the poem “Harriet Tubman”</p> <p><b>Determine the meaning</b> of the song “Follow the Drinking Gourd”</p> <p><b>Use information gained from an illustration</b> in “Harriet Tubman, Part II” to <b>demonstrate understanding of the characters, setting, or plot</b></p> <p><b>Interpret information</b> from the Slavery and Freedom T-chart from the read-aloud “Harriet Tubman, Part I” to discuss what a “journey to freedom” along the Underground Railroad meant to the runaway slaves</p> <p><b>Identify and express</b></p>	<p>Prior to listening to “Harriet Tubman, Part II,” predict orally whether Harriet Tubman fights for and wins her freedom, and then compare the actual outcome to the prediction</p> <p>Prior to listening to “Harriet Tubman, Part II,” identify orally what they know and have learned from the previous read-aloud “Harriet Tubman, Part I”</p>	<p>Determine the meaning of multiple-meaning words and phrases, such as <i>flies</i></p> <p>Word Work: <i>value</i></p> <p>Multiple Meaning Word Activity: <i>flies</i></p>	<p>Make personal connections orally about the pros and cons of being rebellious</p> <p>Share writing with others</p>

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

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

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



Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
<p>and where the U.S. Civil War ended with Lee's surrender</p> <p><b>Interpret information</b> from the Timeline to understand when the U.S. Civil War ended relative to the Emancipation Proclamation and the establishment of the American Red Cross</p> <p><b>Identify and express physical sensations, mental states, and emotions</b> of freed slaves and Abraham Lincoln at the end of the U.S. Civil War</p>	the U.S. Civil War		
<i>Domain Review</i>			
<i>Domain Assessment</i>			
<i>Culminating Activities</i>			

## The Human Body

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

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for grades 2–4</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

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

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

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

## Immigration

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

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud</i></p> <p><i>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<p><i>discussions</i></p> <p><i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for grades 2–4</i></p>			
<p><b>Lesson 1:</b> E Pluribus Unum</p>	<p><b>Identify push and pull factors that support the author’s points</b> about why people immigrate</p> <p><b>Identify how they would feel</b> if they had to emigrate from their home country</p>	<p>Ask a question to clarify the directions for an extension activity</p> <p>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “E Pluribus Unum”</p> <p>Share their puzzle piece drawing and sentence with others</p>	<p>Use word parts to determine the meaning of the unknown Latin phrase <i>e pluribus unum</i></p> <p>Word Work: <i>immigrants</i></p>	<p>Make personal connections to familiar foods brought to the United States by immigrants from other countries</p> <p>Make personal connections to the experiences described in “E Pluribus Unum” of people leaving their home country and moving to another country</p>
<p><b>Lesson 2:</b> A Little Giant Comes to America</p>	<p><b>Identify push factors that support the author’s points</b> about why Charles Steinmetz left Germany</p>	<p>Summarize how push and pull factors caused people in other countries to immigrate to the United States</p> <p>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “A Little Giant Comes to America”</p> <p>Prior to listening to “A Little Giant Comes to America,” identify, orally, what they know and have learned about <i>e pluribus unum</i>, the term <i>immigrant</i>, and push and pull factors</p> <p>Share their puzzle piece drawing and sentence with others</p>	<p>Explain the meaning of “Don’t judge a book by its cover” and use in appropriate contexts</p> <p>Word Work: <i>opportunity</i></p> <p>Sayings and Phrases: <i>Don’t Judge a Book by Its Cover</i></p>	<p>Make personal connections to the contributions that Charles Steinmetz made to the United States and our lives today</p>

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



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

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	as described in “Gold Mountain” Identify how they would feel about living in a big city or in the countryside as a new immigrant to the United States	immigrant might be different from living in the city, and then compare to descriptions heard in the read-aloud Share their puzzle piece drawing and sentence with others		
	<i>Pausing Point</i>			
<b>Lesson 7:</b> A Mosaic of Immigrants	<b>Interpret information</b> from map images about early immigration to America and modern immigration to the United States Identify how they would feel as a newcomer to the United States who might consider moving to an ethnic neighborhood	Through discussion and an acting activity, summarize information learned about immigrant settlers as heard in read-alouds throughout the <i>Immigration</i> domain Prior to listening to “A Mosaic of Immigrants,” orally identify what they know and have learned about immigration	Word Work: <i>settlers</i>	As a class, plan and draft a narrative letter written by a new immigrant to family members in their homeland and that tells them what life is like in the United States  With guidance and support from adults and peers, focus on writing a letter and strengthen it as needed by revising and editing  Participate in shared brainstorming of ideas about immigration after listening to several read-alouds and produce a letter as a class  Make personal connections to newcomers to the United States who choose to live in ethnic neighborhoods with others from their home countries
<b>Lesson 8:</b> Becoming a Citizen	<b>Use information gained from the illustrations and words</b> in “Becoming a Citizen” to <b>demonstrate understanding</b> that President Ford might think e pluribus unum is a good motto for the	Prior to listening to “Becoming a Citizen,” orally identify what they know and have learned about immigration	Word Work: <i>naturalized citizen</i>	Draft a narrative letter written by a new immigrant to family members in their homeland that tells them what life is like in the United States  With guidance and support from adults

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

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
			United States if the U.S. Constitution did not guarantee freedom of religion and freedom of speech
<i>Domain Review</i>			
<i>Domain Assessment</i>			
<i>Culminating Activities</i>			

## Fighting for a Cause

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

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

	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
<i>These objectives are consistently addressed throughout the domain</i>	<p><i>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</i></p> <p><i>Listen to and demonstrate understanding of nonfiction/informational read-alouds of</i></p>	<p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</i></p> <p><i>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</i></p>	<p><i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</i></p> <p><i>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</i></p>	

	Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
	<i>appropriate complexity for grades 2–4</i>			
<b>Lesson 1:</b> People Who Fought for a Cause	<p><b>Describe how words and phrases supply meaning</b> in poems, including free verse poems</p> <p><b>Describe the connection</b> between the exclusion of certain groups from their civil rights and the creation of a civil rights movement</p>	<p>Ask and answer <i>why</i> questions orally, requiring literal recall and understanding of the details or facts from “People Who Fought for a Cause”</p> <p>Recount a personal experience applicable to the saying “don’t cry over spilled milk” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p>	<p>Explain the meaning of “Don’t cry over spilled milk” and use in appropriate contexts</p> <p>Word Work: <i>courage</i></p> <p>Sayings and Phrases: <i>Don’t Cry Over Spilled Milk</i></p>	
<b>Lesson 2:</b> Susan B. Anthony: An Advocate for Women’s Rights	<p><b>Describe how words and phrases supply meaning</b> in a free verse poem about Susan B. Anthony</p> <p><b>Interpret information</b> from a timeline associated with “Susan B. Anthony: An Advocate for Women’s Rights,” and explain how the timeline clarifies information in the read-aloud</p>	<p>Prior to listening to “Susan B. Anthony: An Advocate for Women’s Rights,” orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony</p>	<p>Word Work: <i>ballots</i></p>	<p>Plan, draft, and edit a free verse poem in which they provide their opinion about Susan B. Anthony’s achievements</p> <p>With assistance, organize facts and information from “Susan B. Anthony: An Advocate for Women’s Rights” into a timeline to answer questions</p>
<b>Lesson 3:</b> Eleanor Roosevelt: A Voice for Human Rights	<p><b>Describe how words and phrases supply meaning</b> in a free verse poem about Eleanor Roosevelt</p> <p><b>Interpret information</b> from a timeline associated with “Eleanor Roosevelt: A Voice for Human Rights,” and explain how the timeline clarifies information in the read-aloud</p> <p>Identify and express why Eleanor thought that helping to write the Universal Declaration of Human Rights was her</p>	<p>Recount a personal experience applicable to the saying “two heads are better than one” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p> <p>Add drawings to descriptions of something that is admirable to clarify ideas, thoughts, and feelings</p> <p>Prior to listening to “Eleanor Roosevelt: A Voice for Human Rights,” orally identify</p>	<p>Explain the meaning of “Two heads are better than one” and use in appropriate contexts</p> <p>Word Work: <i>admirable</i></p> <p>Sayings and Phrases: <i>Two Heads Are Better Than One</i></p>	<p>Plan, draft, and edit a free verse poem in which they provide their opinion about Eleanor Roosevelt’s achievements</p> <p>With assistance, organize facts and information from “Eleanor Roosevelt: A Voice for Human Rights” into a timeline to answer questions</p> <p>Share writing with others</p>

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

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



	<b>Text Analysis for Close Reading / Comprehension</b>	<b>Speaking &amp; Listening</b>	<b>Language &amp; Vocabulary</b>	<b>Writing</b>
the Dream	<p><b>Identify the main topic</b> of the read-aloud “Martin Luther King Jr.: Defender of the Dream” Describe the connection among Martin Luther King Jr., Rosa Parks, and the Montgomery Bus Boycott</p> <p><b>Interpret information</b> from a timeline associated with “Martin Luther King Jr.: Defender of the Dream,” and explain how the timeline clarifies information in the read-aloud</p> <p>Identify and express how African Americans might have felt when segregation was declared illegal</p>	discrimination, and people who fought for civil rights and human rights	Word Work: <i>extraordinary</i>	<p>achievements</p> <p>With assistance, organize facts and information from “Martin Luther King Jr.: Defender of the Dream” into a timeline to answer questions</p>
<b>Lesson 8:</b> Cesar Chavez: Protector of Workers’ Rights	<p><b>Describe how words and phrases supply meaning</b> in a free verse poem about Cesar Chavez</p> <p><b>Interpret information</b> from a timeline associated with “Cesar Chavez: Protector of Workers’ Rights,” and explain how the timeline clarifies information in the read-aloud</p> <p>Identify and express why the activists thought the right to vote was so important</p>	Prior to listening to “Cesar Chavez: Protector of Workers’ Rights,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights	Word Work: <i>plight</i>	<p>Plan, draft, and edit a free verse poem in which they provide their opinion about Cesar Chavez’s achievements</p> <p>With assistance, organize facts and information from “Cesar Chavez: Protector of Workers’ Rights” into a timeline to answer questions</p>
<b>Lesson 9:</b> Celebrating Those Who Fought for a Cause	<p><b>Identify the main purpose</b> of “Celebrating Those Who Fought for a Cause,” including what the author wants to explain</p> <p><b>Describe the reasons the author of</b> “Celebrating Those Who</p>	Prior to listening to “Celebrating Those Who Fought for a Cause,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human	Word Work: <i>obstacles</i>	<p>With guidance and support from adults and peers, focus on their free verse poems and strengthen writing as needed by revising and editing</p> <p>With guidance and support from adults, use</p>

Text Analysis for Close Reading / Comprehension	Speaking & Listening	Language & Vocabulary	Writing
Fought for a Cause” <b>gives to support certain statements</b> in the read-aloud	rights		a variety of digital tools to produce and publish their free verse poems
<i>Domain Review</i>			
<i>Domain Assessment</i>			
<i>Culminating Activities</i>			