

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

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

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

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Nursery Rhymes and Fables

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

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

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

| | Text Analysis / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|---|--|---|--|---------|
| Lesson 2B: It's Raining, It's Pouring | Categorize "It's Raining, It's Pouring" as "realistic" text Predict events of the read-aloud and review predictions after the read-aloud. | | Explain the meaning of the saying, "It's raining cats and dogs" and use in appropriate contexts Sayings and Phrases: <i>It's Raining Cats and Dogs</i> | |
| Lesson 3A: Jack Be Nimble | WPS, dramatize the text's key events in the proper sequence | | | |
| Lesson 3B: Little Jack Horner | WPS, dramatize the text's key events in the proper sequence Explain why this is a "realistic text" | | | |
| Lesson 4A: Jack and Jill | Predict events of the read-aloud and review predictions after the read-aloud | | Identify real-life connections between words, such as <i>fetch</i> , and their use Word Work: <i>fetch</i> | |
| Lesson 4B: Little Miss Muffet | Explain why this is a "realistic text" | Describe familiar things, such as spiders, and WPS, provide additional detail | Identify real-life connections between words, such as <i>frightened</i> , and their use Word Work: <i>frightened</i> | |
| Lesson 5A: This Little Pig Went to Market | WPS, dramatize the text's key events in the proper sequence Categorize this text as "fantasy" | Describe familiar things, such as pigs, and WPS, provide additional detail | Identify real-life connections between words, such as <i>market</i> , and their use Word Work: <i>market</i> | |
| Lesson 5B: One, Two, Buckle My Shoe NOTE: IN PACKET LABELED 5A | WPS, dramatize the text's key events in the proper sequence WPS, compare and contrast similarities and differences between two nursery rhymes (one realistic; one fantasy)" | | | |
| Lesson 6A: Star Light, Star Bright | Explain why this is a "realistic text" Discuss personal responses to topics of the text and connect these to specifics in the text | Describe familiar things, such as stars, and WPS, provide additional detail | | |

| | Text Analysis / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|---|--|---|---------|
| Lesson 6B: Twinkle, Twinkle, Little Star | | | Identify real-life connections between words, such as <i>wonder</i> , and their use Word Work: <i>wonder</i> | |
| <i>Pausing Point</i> | | | | |
| Lesson 7A: Hickory, Dickory, Dock | Discuss personal responses to topics of the text and connect these to specifics in the text | Describe familiar things, such as clocks, and WPS, provide additional detail | | |
| Lesson 7B: Diddle, Diddle, Dumpling | Discuss personal responses to topics of the text and connect these to specifics in the text | | | |
| Lesson 8A: Little Bo Peep | Discuss personal responses to topics of the text and connect these to specifics in the text | Describe familiar things, such as sheep, and WPS, provide additional detail Discuss background knowledge (from previous read-alouds or domains) related to the text | | |
| Lesson 8B: Little Boy Blue | WPS, compare and contrast similarities and differences between the characters in nursery rhymes read to date | | | |
| Lesson 9A: Baa, Baa, Black Sheep | WPS, dramatize the text's key events in the proper sequence Explain why this text is categorized as "fantasy" | Describe familiar things, such as sheep, and WPS, provide additional detail Prior to listening to "Baa, Baa, Black Sheep," identify what they know about sheep | | |
| Lesson 9B: Humpty Dumpty | Explain why this text is categorized as "fantasy" | | | |

| | Text Analysis / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|---|--|---|---|---------|
| Lesson 10: The Lion and the Mouse | <p>WPS, retell or dramatize the text events in order and demonstrate story structure (beginning, middle, end)</p> <p>Explain why this text is fantasy.</p> <p>Predict events of the read-aloud and review predictions after the read-aloud</p> <p>Discuss personal responses to counting on someone else, particularly someone who is younger or smaller, and connect those to the characters in the fable</p> | <p>Describe familiar things, such as lions and mice, and WPS, provide additional detail</p> | <p>Identify real-life connections between words, such as <i>disturbed</i>, and their use</p> <p>Word Work: <i>disturbed</i></p> | |
| Lesson 11: The Dog and His Reflection | <p>WPS, retell the events in order and demonstrate story structure (beginning, middle, end) and sense of characters.</p> <p>While listening to “The Dog and His Reflection,” orally predict what will happen in the read-aloud</p> | | <p>Identify real-life connections between words, such as <i>feast</i>, and their use</p> <p>Word Work: <i>feast</i></p> | |
| Lesson 12: The Hare and the Tortoise | <p>Predict events of the read-aloud and review predictions after the read-aloud</p> <p>Explain that “The Hare and the Tortoise” is fantasy because animals cannot talk and do not have races</p> | | <p>Identify new meanings for familiar words, such as <i>break</i>, and apply them accurately</p> <p>Identify real-life connections between words, such as <i>boasting</i> and <i>race</i>, and their uses</p> <p>Word Work: <i>boasting</i></p> <p>Multiple Meaning Word Activity: <i>break</i></p> | |
| | Domain Review | | | |
| | Domain Assessment | | | |
| | Culminating Activities | | | |

The Five Senses

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|---|---|--|---|---|
| These objectives are consistently addressed throughout the domain | <p>Ask and answer questions requiring literal recall and understanding</p> <p>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud</p> <p>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</p> <p>Actively engage in nonfiction/informational read-alouds</p> | <p>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</p> <p>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</p> <p>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</p> <p>Speak audibly and express thoughts, feelings, and ideas clearly</p> | <p>Use frequently occurring nouns and verbs in oral language</p> <p>Answer questions orally in complete sentences</p> <p>Produce and expand complete sentences in shared language</p> <p>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</p> <p>Use words and phrases acquired through conversations, being read to, and responding to texts</p> | |
| Lesson 1: My Senses Are Amazing | <p>WPS, use illustrations to discuss details learned from the text about the five senses</p> | <p>WPS, describe familiar things, such as the five senses, and provide additional details</p> | <p>Sort common objects into categories such as sight, hearing, smell, taste, and touch to gain a sense of the concepts the categories represent</p> <p>Word Work: <i>boasting</i></p> | <p>Present information about the five senses by using a combination of drawing, dictating, and writing</p> <p>With assistance, categorize information about the sense of light on a chart</p> |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|--|--|---|---|
| Lesson 2: The Sense of Sight | WPS, use illustrations (such as that of a boy leaping) to discuss details learned from the text about the five senses | WPS, describe familiar things, such as colors and shapes seen in the classroom, and provide additional detail | Identify new meanings for the word <i>pupil</i> and apply them accurately Distinguish shades of meaning among related verbs (e.g., jump/leap) Word Work: <i>protect</i> Sayings and Phrases: <i>Look Before You Leap</i> Multiple Meaning Word Activity: <i>pupil</i> | |
| Lesson 3: The Sense of Hearing | WPS, identify the main topic and retell key details from “The Sense of Hearing” | WPS, describe familiar things, such as sounds they hear, and provide additional detail Provide additional detail to descriptions of loud and soft sounds by adding drawings to the descriptions Prior to listening to “The Sense of Hearing,” identify what they know about the five senses, the sense of sight, and eyes | Categorize and organize loud sounds and soft sounds to gain a sense of the concepts the categories represent Demonstrate understanding of the adjective <i>invisible</i> by relating it to its opposite, <i>visible</i> Word Work: <i>invisible</i> | Present information about loud sounds and soft sounds by drawing pictures of common objects that make those sounds With assistance, categorize and organize loud sounds and soft sounds as described in the read-aloud |
| Lesson 4: The Sense of Smell | WPS, identify the main topic and retell key details from “The Sense of Smell” WPS, use illustrations (such as that of someone sniffing a flower) to discuss details or key points from the text Compare and contrast the sense of smell and the sense of sight | WPS, describe familiar places and things, such as a scent associated with their favorite place, and provide additional detail Prior to listening to “The Sense of Smell,” identify what they know about the five senses, the senses of sight and hearing, and eyes and ears | Sort common objects into the categories “pleasant odors” and “unpleasant odors” Demonstrate understanding of the adjective <i>pleasant</i> by relating it to its opposite <i>unpleasant</i> Explain the meaning of “Better safe than sorry” and use in appropriate contexts Word Work: <i>scents</i> Sayings and Phrases: <i>Better Safe Than Sorry</i> | With assistance, categorize and organize pleasant and unpleasant odors as described in the read-aloud |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|--|---|--|---|
| Lesson 5: The Sense of Taste | <p>WPS, identify the main topic and retell key details from “The Sense of Taste”</p> <p>WPS, use illustrations (such as that of a boy eating a watermelon) to discuss details or key points from the text</p> <p>Predict events of the read-aloud and review predictions after the read-aloud</p> | <p>WPS, describe familiar things, such as a favorite taste, and provide additional detail</p> <p>Provide additional detail about categories of taste by adding drawings to descriptions of four types of taste</p> <p>Prior to listening to “The Sense of Taste,” identify what they know about the five senses</p> | <p>Sort foods into categories to gain a sense of the concepts the categories represent</p> <p>Word Work: <i>pucker</i></p> | <p>Present information about the sense of taste by using a combination of drawing, dictating, and writing about four different tastes: sweet, salty, bitter, and sour</p> <p>With assistance, categorize and organize foods into categories</p> |
| Lesson 6: The Sense of Touch | <p>WPS, identify the main topic and retell key details from “The Sense of Touch”</p> <p>WPS, use illustrations (such as that of nerves in the body) to discuss details or key points from the text</p> | <p>Prior to listening to “The Sense of Touch,” identify what they know about the five senses; the senses of sight, hearing, smell, and taste; and eyes, ears, nose, mouth, and tongue</p> | <p>Identify new meanings for the word skin and apply them accurately</p> <p>Word Work: <i>texture</i></p> <p>Multiple Meaning Word Activity: <i>skin</i></p> | |
| <i>Pausing Point</i> | | | | |
| Lesson 7: Ray Charles | <p>WPS, sequence four to six pictures about Ray Charles life (as presented in the text)</p> <p>Explain that “Ray Charles” is a realistic text because it is a biography of the life of Ray Charles</p> | <p>Provide additional detail about the life of Ray Charles by adding drawings to a lifeline of significant events in his life</p> | <p>Word Work: <i>remarkable</i></p> | <p>Present information about significant events in the life of Ray Charles through a combination of drawing, dictating, and writing</p> <p>With assistance, organize facts about the life of Ray Charles by creating and interpreting a lifeline depicting significant events in his life</p> |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|----------------------------------|---|--|--------------------------------------|---|
| Lesson 8: Helen Keller | <p>WPS, compare and contrast similarities and differences between “Helen Keller” and “Ray Charles”</p> <p>Prior to listening to “Helen Keller,” identify what they know and have learned about biographies</p> | <p>Provide additional detail about the life of Helen Keller by adding drawings to a lifeline depicting significant events in her life</p> <p>Prior to listening to “Helen Keller,” identify what they know and have learned about biographies</p> | <p>Word Work: <i>sensations</i></p> | <p>Present information about the life of Helen Keller by using a combination of drawing, dictating, and writing to illustrate significant events in her life</p> <p>With assistance, organize facts about the life of Helen Keller by creating and interpreting a lifeline depicting significant events in her life</p> |
| <i>Domain Review</i> | | | | |
| <i>Domain Assessment</i> | | | | |
| <i>Culminating Activities</i> | | | | |

Stories

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|---|--|---|----------------|
| <i>These objectives are consistently addressed throughout the domain</i> | <p><i>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a fiction read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>WPS, use narrative language to describe characters, setting, things, events, actions, a scene, or facts from a fiction read-aloud</i></p> <p><i>WPS, ask and answer questions about unknown words in fiction read-alouds and discussions</i></p> <p><i>Listen to, understand, and recognize a variety of texts, including fictional stories, fairy tales, fables, nursery rhymes, and poems</i></p> <p><i>Actively engage in fiction read-alouds</i></p> | <p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> | <p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Ask questions beginning with who, what, where, when, why, or how</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|---|---|---|--|---------|
| Lesson 1: Chicken Little | <p>Retell the story of “Chicken Little” by identifying the beginning, middle, and end events of the story in proper sequence</p> <p>Use illustrations (such as that of an acorn) to discuss details or key points from the text</p> | | Word Work: <i>sly</i> | |
| Lesson 2: The Three Little Pigs | <p>Retell “The Three Little Pigs” by sequencing four to six pictures of story events</p> <p>Describe images of straw, sticks, and brick in “The Three Little Pigs,” using the images to check and support comprehension of the read-aloud</p> <p>While listening to “The Three Little Pigs,” orally predict what will happen in the read-aloud based on pictures and text heard thus far</p> | Describe familiar things, such as straw, sticks, and bricks, and WPS, provide additional detail | Word Work: <i>blazing</i> | |
| Lesson 3: The Three Billy Goats Gruff | <p>Retell the story “The Three Billy Goats Gruff,” including the characters, and placing beginning, middle, and end events in the proper sequence</p> <p>Describe illustrations of the Billy Goats Gruff in “The Three Billy Goats Gruff,” using the illustrations to check and support comprehension of the read-aloud</p> | | <p>Identify new meanings for familiar words, such as <i>cross</i>, and apply them accurately</p> <p>Word Work: <i>longed</i></p> <p>Multiple Meaning Word Activity: <i>cross</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|---|--|--|--|
| Lesson 4: The Wolf and the Seven Little Kids | <p>Retell “The Wolf and the Seven Little Kids” by sequencing four to six pictures illustrating events of the story in proper sequence</p> <p>Describe the role of an author and illustrator in a fiction text</p> <p>Describe an illustration of the wolf at the door in “The Wolf and the Seven Little Kids,” using the illustration to check and support comprehension of the read-aloud</p> <p>Explain that “The Wolf and the Seven Little Kids” is fantasy because animals cannot talk and do not live in houses</p> | | Word Work: <i>terrified</i> | |
| Lesson 5: The Bremen Town Musicians | <p>Explain that “The Bremen Town Musicians” is fantasy because animals do not play in bands</p> | <p>Prior to listening to “The Bremen Town Musicians,” identify orally what they know and have learned about folktales, and animal sounds (donkey, cat, dog, and rooster)</p> | <p>Identify new meanings for familiar words, such as <i>play</i>, and apply them accurately</p> <p>Word Work: <i>sly</i></p> | <p>Create a two-columned chart illustrating things animals do in real life and things animals cannot do in real life</p> |
| <i>Pausing Point</i> | | | | |
| Lesson 6: Momotaro, Peach Boy | <p>While listening to “Momotaro, Peach Boy,” orally predict what will happen in the read-aloud based on pictures and text heard thus far</p> <p>Explain that “Momotaro, Peach Boy” is fantasy because monsters are make-believe</p> | <p>Describe familiar people, such as heroes, in detail and WPS, provide additional detail</p> <p>Prior to listening to “Momotaro, Peach Boy,” identify orally what they know and have learned about Japan</p> | Word Work: <i>swooped</i> | <p>Create a drawing to present information on a personal hero, by identifying the hero and supplying details</p> |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|---|--|--|---|--|
| Lesson 7: The Story of Jumping Mouse, Part I | WPS, compare and contrast what characters in different read-alouds want While listening to “The Story of Jumping Mouse, Part I,” orally predict what will happen in the read-aloud based on the text heard thus far | | Word Work: <i>perilous</i> | |
| Lesson 8: The Story of Jumping Mouse, Part II | Evaluate and select stories on the basis of personal choice for rereading | Create a drawing with sufficient detail to support the choice of a favorite character from a read-aloud | Word Work: <i>misused</i> | Create a drawing to present an opinion on a favorite character, by identifying the favorite character and including details to support the choice of character |
| Lesson 9: Goldilocks and the Three Bears | Explain that “Goldilocks and the Three Bears” is fantasy because bears do not live in houses, sleep in beds, or eat food that people eat | Describe familiar things, such as bears and their habits, and WPS, provide additional detail Prior to listening to “Goldilocks and the Three Bears,” identify orally what they know and have learned about bears, such as what they eat, where they live, and where they sleep Orally share a different ending to the story “Goldilocks and the Three Bears” | Explain the meaning of “Do unto others as you would have them do unto you” Word Work: <i>wee</i> | |
| Lesson 10: Tug-of-War | | Prior to listening to “Tug-of-War,” identify orally how to play the game tug-of-war | Word Work: <i>foolishness</i> | Compare and contrast characters in “Tug-of-War” using a Venn diagram |
| <i>Domain Review</i> | | | | |
| <i>Domain Assessment</i> | | | | |
| <i>Culminating Activities</i> | | | | |

Plants

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|--|--|--|----------------|
| <i>These objectives are consistently addressed throughout the domain</i> | <p><i>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> | <p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> | <p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|---|--|---|----------------|
| Lesson 1: Introduction to Plants | <p>Orally compare and contrast a houseplant and desert cactus</p> <p>Define and use new words, such as <i>soil</i>, from the read-aloud and the discussion about “Introduction to Plants”</p> <p>Describe images of living things in “Introduction to Plants,” using the images to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “Introduction to Plants”</p> | <p>Listen to a variety of texts, including informational text such as “Introduction to Plants”</p> <p>Prior to listening to “Introduction to Plants,” identify orally what they know about plants</p> | <p>Identify multiple meanings of <i>plant</i> and use them in appropriate contexts</p> <p>Sort common objects into living and nonliving categories</p> <p>Word Work: <i>soil</i></p> <p>Multiple Meaning Word Activity: <i>plants</i></p> | |
| Lesson 2: Plant Parts | <p>Discuss personal characteristics that make people similar and different and connect those to the parts of a plant and how they are similar and different</p> <p>Define and use new words, such as <i>survival</i>, from the read-aloud and the discussion about “Plant Parts”</p> <p>Describe an illustration of a sunflower and an apple tree in “Plant Parts,” using the illustration to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “Plant Parts”</p> | <p>Create a drawing with sufficient detail of the things that are important to a plant’s survival</p> <p>Listen to a variety of texts, including informational text such as “Plant Parts”</p> <p>Prior to listening to “Plant Parts,” identify orally that plants are living and need four things to survive: food, water, air, and light</p> | <p>Sort common objects into living and nonliving categories</p> <p>Word Work: <i>survival</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|---|---|--|---|---------|
| Lesson 3: The Life Cycle of a Plant | <p>WPS, identify the main topic and retell key details from “The Life Cycle of Plants”</p> <p>Describe the connection between the parts of the plant and their development in the life cycle of a plant</p> <p>Define and use new words, such as <i>germinate</i>, from the read-aloud and the discussion about “The Life Cycle of a Plant”</p> <p>Describe illustrations of the phases of germination and a seedling in “The Life Cycle of a Plant,” using the illustrations to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “The Life Cycle of a Plant”</p> | <p>Draw the important parts of a plant, including the stem (provided), roots, leaves, and flowers</p> <p>Listen to a variety of texts, including informational text such as “The Life Cycle of a Plant”</p> <p>Prior to listening to “The Life Cycle of a Plant,” identify orally the parts of a plant learned in the previous read-aloud of “Plant Parts”</p> | <p>Explain the meaning of “Great oaks from little acorns grow” and use in appropriate contexts</p> <p>Word Work: <i>germinate</i></p> <p>Sayings and Phrases: <i>Great Oaks from Little Acorns Grow</i></p> | |

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

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

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 9: Evergreen Trees | <p>WPS, identify the main topic and retell key details from “Evergreen Trees”</p> <p>Define and use new words, such as evergreen, from the read-aloud and the discussion about “Evergreen Trees”</p> <p>Describe an image of a forest of deciduous and evergreen trees in “Evergreen Trees,” using the image to check and support comprehension of the read-aloud</p> <p>Orally compare and contrast deciduous trees (from the previous read-aloud) and evergreen trees (from this read-aloud)</p> <p>Actively engage in the nonfiction/informational read-aloud “Evergreen Trees”</p> | <p>Create a drawing with sufficient detail of an evergreen tree</p> <p>Listen to a variety of texts, including informational text such as “Evergreen Trees”</p> <p>Prior to listening to “Evergreen Trees,” identify orally what they learned about deciduous trees in the previous read-aloud</p> | <p>Word Work: <i>deciduous</i> and <i>evergreen</i></p> | <p>Draw an evergreen tree that includes cones and green needles and that reflects different seasons or weather, (e.g., snow covered in winter)</p> |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 10: Plants and People | <p>WPS, describe the connection between the read-aloud on fruits and what parts of plants people eat, and the ways plants are important to people</p> <p>Define and use new words, such as bouquet, from the read-aloud and the discussion about “Plants and People”</p> <p>Describe an image of fruits and vegetables in “Plants and People,” using the image to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “Plants and People”</p> | <p>Listen to a variety of texts, including informational text such as “Plants and People”</p> <p>Prior to listening to “Plants and People,” identify orally what they learned about fruit and what parts of fruit people eat</p> | <p>Word Work: <i>bouquet</i></p> | |

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

Farms

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

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

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

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 9: From Farm to Market | WPS, describe the four steps of getting food from farm to market by putting four images in the proper sequence WPS, describe the role of an author and illustrator in a nonfiction/informational text | Describe familiar things, such as crops and, WPS, provide additional detail | Word Work: <i>spoil</i> | Sequence four to six pictures illustrating events in the nonfiction read-aloud "From Farm to Market" |
| | <i>Domain Review</i> | | | |
| | <i>Domain Assessment</i> | | | |
| | <i>Culminating Activities</i> | | | |

Native Americans

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|--|--|--|----------------|
| <i>These objectives are consistently addressed throughout the domain</i> | <p><i>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</i></p> <p><i>Actively engage in nonfiction/informational read-alouds</i></p> | <p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> | <p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|--|--|--------------------------------------|---|
| Lesson 1: Introduction to Native Americans | <p>WPS, describe the connection among the cultures of various Native American tribes</p> <p>WPS, describe an illustration of Native American dress and use pictures accompanying “Introduction to Native Americans” to check and support understanding of the read-aloud</p> <p>WPS, compare and contrast the cultures of various Native American tribes</p> <p>Distinguish “Introduction to Native Americans” as a read-aloud that describes events that happened long ago from those that describe contemporary or current events</p> | <p>Prior to listening to “Introduction to Native Americans,” identify orally what they have learned about Native American tribes</p> | <p>Word Work: <i>shelter</i></p> | <p>With assistance, categorize information about Native American environment, clothing, food, and shelter</p> |
| Lesson 2: The Lakota Sioux and the Buffalo | <p>WPS, describe an illustration of a Native American training a horse and use pictures accompanying “The Lakota Sioux and the Buffalo” to check and support understanding of the read-aloud</p> | <p>Provide additional detail to descriptions of the environment and food of the Lakota Sioux by adding images to the description</p> | <p>Word Work: <i>agile</i></p> | <p>With assistance, categorize and organize information about the environment, clothing, food, and shelter of the Lakota Sioux</p> |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 3: Where's Winona? | WPS, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux WPS, describe an illustration of a traveling Lakota Sioux family and use pictures accompanying "Where's Winona?" to check and support understanding of the read-aloud | Provide additional detail to descriptions of the clothing and shelter of the Lakota Sioux by adding images to the description Prior to listening to "Where's Winona?" identify orally what they know and have learned about the Lakota Sioux | Explain the meaning of "Practice makes perfect" and use in appropriate contexts Word Work: <i>mischief</i> Sayings and Phrases: <i>Practice Makes Perfect</i> | Use a combination of drawing, dictating, and writing to present information about the Lakota Sioux culture With assistance, categorize and organize information about the environment, clothing, food, and shelter of the Lakota Sioux |
| Lesson 4: Little Bear Goes Hunting | WPS, describe Little Bear as the main character in "Little Bear Goes Hunting" WPS, describe the connection between the buffalo and the nomadic lifestyle of the Lakota Sioux <i>Pausing Point</i> | Prior to listening to "Little Bear Goes Hunting," identify orally what they know and have learned about Lakota Sioux culture | Ask questions beginning with <i>who, what, where, when, and why</i> Identify new meanings for the word <i>plain</i> and apply them accurately Word Work: <i>succulent</i> | |

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

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

Kings and Queens

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|---|--|--|--|----------------|
| <p><i>These objectives are consistently addressed throughout the domain</i></p> | | <p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> | <p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
|--|---|---|--|---|
| Lesson 1: What Are Kings and Queens? | <p>Recall facts from “What Are Kings and Queens?” and accurately answer questions such as who, what, where, and when, WPS</p> <p>Interpret information to answer questions and express opinions about “What Are Kings and Queens?” WPS</p> <p>WPS, define and use new words, such as <i>royal</i>, from the read-aloud and the discussion about “What Are Kings and Queens?”</p> <p>WPS, describe an illustration of King Richard II in “What are Kings and Queens?” using the illustration to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “What Are Kings and Queens?”</p> | <p>Create a drawing with sufficient detail of a king or queen with their royal belongings</p> <p>Prior to listening to “What Are Kings and Queens?,” identify orally what they already know about kings and queens</p> <p>Listen to a variety of texts, including nonfiction/informational text such as “What Are Kings and Queens?”</p> | <p>Identify multiple meanings of <i>rule</i> and use them in appropriate contexts</p> <p>Word Work: <i>royal</i></p> <p>Multiple Meaning Word Activity: <i>rules</i></p> | <p>Create a drawing of a king or queen using information from the read-aloud “What Are Kings and Queens?”</p> |

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| <p>Lesson 3: King Midas and the Golden Touch</p> | <p>Recall facts from “King Midas and the Golden Touch” and accurately answer questions such as <i>who, what, where, and when</i>, WPS</p> <p>Interpret information to answer questions and express opinions about “King Midas and the Golden Touch,” and identify a cause/effect relationship in the story, WPS</p> <p>WPS, sequence four to six pictures illustrating events in the story “King Midas and the Golden Touch”</p> <p>Identify characters and major events in “King Midas and the Golden Touch”</p> <p>WPS, define and use new words, such as <i>treasures</i>, from the read-aloud and the discussion about “King Midas and the Golden Touch”</p> <p>Listen to a variety of texts, including fictional stories such as “King Midas and the Golden Touch”</p> <p>WPS, describe an illustration of King Midas and Marygold looking at the sunset in “King Midas and the Golden Touch,” using the illustration to check and support comprehension of the read-aloud</p> <p>Actively engage in the fictional read-aloud “King Midas and the Golden Touch”</p> <p>Explain that “King Midas and the Golden Touch”</p> | <p>Prior to listening to “King Midas and the Golden Touch,” identify orally what they know and have learned about Greece</p> | <p>Word Work: <i>treasures</i></p> | |

**Text Analysis for
Close Reading /
Comprehension**

**Speaking &
Listening**

**Language &
Vocabulary**

Writing

has realistic elements because there could have been a king who lived in Greece who had a daughter and gold, but it is also has fantasy elements because people can't really turn something to gold by touching it, magically appear or disappear, or grant someone the Golden Touch

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

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

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 8: Snow White and the Seven Dwarfs | <p>Recall facts from “Snow White and the Seven Dwarfs” and accurately answer questions such as <i>who, what, where, and when</i>, WPS</p> <p>Interpret information to answer questions, make judgments, and express opinions about “Snow White and the Seven Dwarfs,” and identify a cause/effect relationship in the fairy tale, WPS</p> <p>WPS, sequence six pictures illustrating events in the fairy tale “Snow White and the Seven Dwarfs”</p> <p>WPS, describe the characters, setting, and plot for “Snow White and the Seven Dwarfs”</p> <p>WPS, define and use new words, such as <i>stomped</i>, from the read-aloud and the discussion about “Snow White and the Seven Dwarfs”</p> <p>Listen to a variety of texts, including fictional stories such as “Snow White and the Seven Dwarfs”</p> <p>WPS, describe illustrations of the dwarfs’ cottage, and the queen and the magic mirror, in “Snow White and the Seven Dwarfs,” using the illustrations to check and support comprehension of the read-aloud</p> <p>Actively engage in the fiction read-aloud “Snow White and the Seven Dwarfs”</p> | | Word Work: <i>stomped</i> | |

| Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| <p>Explain that “Snow White and the Seven Dwarfs” could be realistic text because there could really be a girl named Snow White, but it is fantasy because mirrors don’t really talk</p> | | | |
| <i>Domain Review</i> | | | |
| <i>Domain Assessment</i> | | | |
| <i>Culminating Activities</i> | | | |

Seasons and Weather

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| <p><i>These objectives are consistently addressed throughout the domain</i></p> | | <p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> | <p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 1: What's the Weather Like? | <p>WPS, recall facts from "What's the Weather Like?" and accurately answer questions such as <i>who, what, where, and when</i></p> <p>WPS, interpret information to answer questions and express opinions about "What's the Weather Like?"</p> <p>WPS, define and use new words, such as <i>characteristics</i>, from the read-aloud and the discussion about "What's the Weather Like?"</p> <p>WPS, describe an image of Annie writing a letter in "What's the Weather Like?," using the image to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud "What's the Weather Like?"</p> | <p>Create a drawing with sufficient detail of today's weather</p> <p>Listen to a variety of texts, including informational narratives such as "What's the Weather Like?"</p> | <p>Identify multiple meanings of <i>seasons</i> and use them in appropriate contexts</p> <p>Word Work: <i>characteristics</i></p> <p>Multiple Meaning Word Activity: <i>seasons</i></p> | <p>Draw a picture of the weather outside</p> <p>Participate in a class research project by creating a daily weather diary</p> |

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

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 5: Autumn | <p>WPS, recall facts from “Autumn” and accurately answer questions such as <i>who, what, where, and when</i></p> <p>WPS, identify the main topic and retell key details from “Autumn”</p> <p>WPS, define and use new words, such as <i>progresses</i>, from the read-aloud and the discussion about “Autumn”</p> <p>WPS, describe an illustration of Annie dressed for autumn in “Autumn,” using the illustration to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “Autumn”</p> | <p>Create a drawing with sufficient detail of the season of autumn</p> <p>Listen to a variety of texts, including informational narratives such as “Autumn”</p> | <p>Identify multiple meanings of <i>fall</i> and use them in appropriate contexts</p> <p>Word Work: <i>progresses</i></p> <p>Multiple Meaning Word Activity: <i>fall</i></p> | <p>Draw a picture of an autumn scene showing the seasonally appropriate color, plants, and animals described in the read-aloud “Autumn”</p> <p>As a group, create a chart to discuss unique characteristics of each season</p> |
| <i>Pausing Point</i> | | | | |

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 7: Safety in Storms | heard thus far Explain that “The Grasshopper and the Ants” is fantasy because animals cannot really talk, sing, and dance like people | | | |
| | <p>WPS, recall facts from “Safety in Storms” and accurately answer questions such as who, what, where, and when</p> <p>WPS, interpret information to answer questions about “Safety in Storms,” including answering why questions that require recognizing cause/effect relationships</p> <p>WPS, define and use new words, such as <i>severe</i>, from the read-aloud and the discussion about “Safety in Storms”</p> <p>WPS, describe an image of storm clouds in “Safety in Storms,” using the image to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “Safety in Storms”</p> | Listen to a variety of texts, including informational narratives such as “Safety in Storms” | <p>Demonstrate understanding of the adjective <i>severe</i> by relating it to its opposite, <i>gentle</i></p> <p>Word Work: <i>severe</i></p> | <p>Draw a picture of what someone should do during bad weather and state simple safety directions to a partner</p> <p>Draw a picture of what someone should do during bad weather and state simple safety directions to a partner</p> |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 8: Meteorology | <p>WPS, recall facts from “Meteorology” and accurately answer questions such as <i>who, what, where, and when</i></p> <p>WPS, interpret information to answer questions about “Meteorology,” including answering <i>why</i> questions that require recognizing cause/effect relationships</p> <p>WPS, define and use new words, such as <i>warning</i>, from the read-aloud and the discussion about “Meteorology”</p> <p>WPS, describe an illustration of a family outdoors in “Meteorology,” using the illustration to check and support comprehension of the read-aloud</p> <p>Actively engage in the nonfiction/informational read-aloud “Meteorology”</p> | <p>Create a drawing with sufficient detail of today’s weather</p> <p>Listen to a variety of texts, including informational narratives such as “Meteorology”</p> <p>Discuss personal responses to ways weather is important to their daily lives, such as when planning outdoor activities and wearing appropriate clothing</p> | <p>Word Work: <i>warning</i></p> | <p>Draw a picture of the weather outside</p> <p>Participate in a class research project by creating a daily weather diary</p> |
| | <i>Domain Review</i> | | | |
| | <i>Domain Assessment</i> | | | |
| | <i>Culminating Activities</i> | | | |

Columbus and the Pilgrims

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| <p><i>These objectives are consistently addressed throughout the domain</i></p> | <p><i>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</i></p> <p><i>Actively engage in nonfiction/informational read-alouds</i></p> | <p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> | <p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 1: The Spice Seekers | <p>WPS, describe the connection between the desire of Europeans for spices and their travel to Asia</p> <p>WPS, describe an illustration of an Asian market and use pictures accompanying “The Spice Seekers” to check and support understanding of the read-aloud</p> <p>Distinguish “The Spice Seekers” as a read-aloud that describes events that happened long ago and not one that describes contemporary or current events</p> | <p>Retell important facts and information from “The Spice Seekers”</p> | <p>Word Work: <i>journey</i></p> | <p>With assistance, categorize and organize facts and information from “The Spice Seekers” to answer questions about the connection between the desire of Europeans for spices and the search for alternate routes to Asia</p> |
| Lesson 2: Ferdinand and Isabella | <p>WPS, describe an illustration of Columbus, King Ferdinand, and Queen Isabella and use the pictures accompanying “Ferdinand and Isabella” to check and support understanding of the read-aloud</p> <p>Distinguish “Ferdinand and Isabella” as a read-aloud that describes events that happened long ago and not one that describes contemporary or current events</p> | <p>Add drawings to descriptions of Columbus to provide additional detail</p> <p>Prior to listening to “Ferdinand and Isabella,” identify what they know and have learned about why Europeans wanted to travel to Asia and why they needed to find a new route</p> | <p>Demonstrate understanding of the adjective <i>victorious</i> by relating it to its opposite, <i>defeated</i></p> <p>Word Work: <i>victorious</i></p> | <p>Use a combination of drawing, dictating, and writing to present information from “Ferdinand and Isabella” about Columbus and provide some detail about the topic</p> |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 3: 1492 | <p>WPS, describe the connection between various signs, such as seaweed and birds, and Columbus’s proximity to land</p> <p>WPS, describe an illustration of the <i>Niña</i>, the <i>Pinta</i>, and the Santa <i>María</i> and use pictures accompanying “1492” to check and support understanding of the read-aloud</p> | <p>Ask questions to clarify directions pertaining to a student extension activity</p> <p>Add drawings to a KWL journal about Columbus’s voyage to provide additional detail</p> <p>Prior to listening to “1492,” identify what they know and have learned about why Europeans traveled to Asia and needed to find a new route and why Columbus proposed this new route</p> | <p>Word Work: <i>shore</i></p> | <p>Use a combination of drawing, dictating, and writing to present information from “1492” about Columbus and provide some detail about the topic</p> |
| Lesson 4: Not the Indies | <p>WPS, describe the connection between what Columbus called the native people he found on the island and the land on which he thought he landed</p> <p>WPS, describe an illustration of native people watching Columbus and use pictures accompanying “Not the Indies” to check and support understanding of the read-aloud</p> | <p>Prior to listening to “Not the Indies,” identify what they know and have learned about Columbus and his voyage</p> | <p>Identify new meanings for the word <i>chest</i> and apply them accurately</p> <p>Word Work: <i>courage</i></p> <p>Multiple Meaning Word Activity: <i>chest</i></p> | |
| Lesson 5: Further Adventures of Christopher Columbus | <p>WPS, identify the reasons the author of the read-aloud gives to support the statement that the king and queen were upset with Columbus</p> <p>Make predictions prior to “Further Adventures of Christopher Columbus,” and then compare the actual outcomes to predictions</p> | <p>Add drawings to a KWL journal about Columbus to provide additional detail</p> <p>Prior to listening to “Further Adventures of Christopher Columbus,” identify what they know and have learned about Columbus and his voyage</p> | <p>Word Work: <i>ashamed</i></p> | <p>Use a combination of drawing, dictating, and writing to present information from “Further Adventures of Christopher Columbus” about Columbus and provide some detail about the topic</p> |
| | <i>Pausing Point</i> | | | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 6: Colonies in Native American Lands | <p>WPS, describe the connection between the Separatists' dissatisfaction with King James and their pilgrimage to the New World</p> <p>WPS, describe an illustration of British ships heading to establish the Jamestown settlement and use pictures accompanying "Colonies in Native American Lands" to check and support understanding of the read-aloud</p> <p>Prior to listening to "Colonies in Native American Lands," identify what they know and have learned about Columbus' voyages</p> | <p>Add drawings or other visual displays to descriptions as desired to provide additional detail to a timeline of the events pertaining to Columbus and the Pilgrims</p> <p>Prior to listening to "Colonies in Native American Lands," identify what they know and have learned about Columbus' voyages</p> | <p>Word Work: <i>disappointed</i></p> | <p>With assistance, categorize and organize facts about Columbus and the Pilgrims into a timeline to answer questions</p> |
| Lesson 7: The Voyage of the Mayflower | | <p>Add drawings to descriptions of what life in America will be like for the Pilgrims to provide additional detail</p> <p>Prior to listening to "The Voyage of the <i>Mayflower</i>," identify what they know and have learned about the Separatists</p> | <p>Ask questions beginning with the word <i>what</i> about ships</p> <p>Word Work: <i>glory</i></p> | <p>Use a combination of drawing, dictating, or writing to present information learned in "The Voyage of the <i>Mayflower</i>"</p> |
| Lesson 8: The Wampanoag | <p>WPS, identify the main topic of "The Wampanoag" as the first interaction between the Pilgrims and the Wampanoag</p> <p>Make predictions prior to listening to "The Wampanoag" and then compare the actual outcomes to predictions</p> | <p>Prior to listening to "The Wampanoag," identify what they know and have learned about the Pilgrims</p> | <p>Identify new meanings for the word <i>log</i> any apply them accurately</p> <p>Demonstrate understanding of the adjective <i>fascinated</i> by relating it to its opposite, <i>bored</i></p> <p>Word Work: <i>fascinated</i></p> <p>Multiple Meaning Word Activity: <i>log</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 9: Thanksgiving | WPS, describe an illustration of the First Thanksgiving and use pictures accompanying “Thanksgiving” to check and support understanding of the read-aloud | Prior to listening to “Thanksgiving,” identify what they know and have learned that may be related to the specific story or topic to be read aloud Retell important facts and information from “Thanksgiving” | Word Work: <i>celebration</i> | |
| | <i>Domain Review</i> | | | |
| | <i>Domain Assessment</i> | | | |
| | <i>Culminating Activities</i> | | | |

Colonial Towns and Townspeople

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| <i>These objectives are consistently addressed throughout the domain</i> | <p><i>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</i></p> <p><i>WPS describe illustrations from a nonfiction/informational read-aloud</i></p> <p><i>Actively engage in nonfiction/informational read-alouds</i></p> | <p><i>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> | <p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p> | |

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 5: Dressmakers, Tailors, Hatters, and Cobblers | <p>WPS, discuss the spinners and weavers from the previous read-aloud and connect them to the tradespeople in “Dressmakers, Tailors, Hatters, and Cobblers”</p> <p>WPS, discuss the spinners and weavers from the previous read-aloud and connect them to the tradespeople in “Dressmakers, Tailors, Hatters, and Cobblers”</p> <p>Distinguish the read-aloud “Dressmakers, Tailors, Hatters, and Cobblers,” which describes events that happened long ago, from one that describes contemporary or current events</p> <p>Discuss personal experiences shopping today and connect those with shopping for clothes long ago</p> | | Word Work: <i>measure</i> | With assistance, categorize and organize facts and information comparing the people who sold clothing long ago to those who sell clothes today in a Venn diagram |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 6: The Elves and the Shoemaker | <p>WPS, use narrative language to describe characters and setting of “The Elves and the Shoemaker”</p> <p>Listen to a variety of texts, including fictional stories such as “The Elves and the Shoemaker”</p> <p>Prior to listening to “The Elves and the Shoemaker,” identify orally the four tradespeople they learned about in “Dressmakers, Tailors, Hatters, and Cobblers” and the garments or accessories they made; connect the cobbler from “Dressmakers, Tailors, Hatters, and Cobblers” to the cobbler in “The Elves and the Shoemaker”</p> <p>Orally compare and contrast people who sell clothes today and those who sold clothing long ago</p> <p>Distinguish the read-aloud “The Elves and the Shoemaker,” which describes events that happened long ago, from one that describes contemporary or current events</p> <p>Discuss personal experiences buying shoes today and connect those with shopping for shoes long ago</p> <p>While listening to “The Elves and the Shoemaker,” orally predict what will happen in the read-aloud based on text heard thus far,</p> | | Word Work: <i>thrilled</i> | As a group create a Venn diagram to show similarities and differences between shopping for clothes now and in colonial times |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| | <p>and then compare the actual outcome to the prediction</p> <p>Explain that “The Elves and The Shoemaker” is a fictional story about a cobbler in contrast to the informational text in the previous lesson</p> <p>Evaluate and select read-alouds, books, or poems on the basis of personal choice for rereading</p> | | | |
| | <i>Pausing Point</i> | | | |
| <p>Lesson 7: The House Builders: Bricklayers, Masons, and Carpenters</p> | <p>WPS, describe the connection between the tradespeople in the read-aloud who built houses in colonial times</p> <p>Orally compare and contrast the tradespeople in the read-aloud (bricklayers, masons, and carpenters)</p> <p>Distinguish the read-aloud “The House Builders: Bricklayers, Masons, and Carpenters,” which describes events that happened long ago, from one that describes contemporary or current events</p> <p>Discuss personal responses to what materials their homes are built with and connect those to the tradespeople in “The House Builders: Bricklayers, Masons, and Carpenters”</p> | <p>Describe familiar objects, such as a board, a hammer, and nails and, WPS, provide additional detail</p> | <p>Explain the meaning of “Better safe than sorry” and use in appropriate contexts</p> <p>Word Work: <i>patiently</i></p> <p>Sayings and Phrases: <i>Better Safe Than Sorry</i></p> | <p>With assistance, categorize and organize facts and information from “The House Builders: Bricklayers, Masons, and Carpenters”</p> |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 8: The Blacksmith | <p>WPS, discuss the materials used to make homes in Colonial America from the previous read-aloud and connect those to the tradesperson in “The Blacksmith”</p> <p>Orally compare and contrast blacksmiths and other colonial tradespeople</p> <p>Prior to listening to “The Blacksmith,” orally predict what will happen in the read-aloud based on text heard thus far, and then compare the actual outcome to the prediction</p> | | <p>Ask questions beginning with <i>where</i></p> <p>Identify new meanings for familiar words, such as <i>iron</i>, and apply them accurately</p> <p>Word Work: <i>essential</i></p> <p>Multiple Meaning Word: <i>iron</i></p> | |
| Lesson 9: The Little Gray Pony | <p>WPS, retell the story “The Little Gray Pony,” including the characters, setting, and plot, and events of the story in proper sequence (using narrative words <i>first, next, later, and finally</i>)</p> <p>WPS, identify the characters, setting, and plot in their retelling of the story “The Little Gray Pony”</p> <p>Listen to a variety of texts, including fictional stories such as “The Little Gray Pony”</p> | | <p>Demonstrate understanding of frequently occurring verbs and adjectives, such as <i>merry</i> and <i>downcast</i>, by relating them to their opposites (antonyms)</p> <p>Word Work: <i>merry</i> and <i>downcast</i></p> | |

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

Taking Care of the Earth

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

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| <i>These objectives are consistently addressed throughout the domain</i> | <p><i>WPS, ask and answer questions (e.g., who, what, where, when) requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</i></p> <p><i>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a nonfiction/informational read-aloud, including answering why questions that require recognizing cause/effect relationships</i></p> <p><i>WPS, ask and answer questions about unknown words in nonfiction/informational read-alouds and discussions</i></p> <p><i>Explain that “Stone Soup” is a fictional story about colonial tradespeople in contrast to the informational text in earlier lessons</i></p> <p><i>Actively engage in nonfiction/informational read-alouds</i></p> | <p><i>Use agreed-upon rules for group discussions(e.g., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.)</i></p> <p><i>Carry on and participate in a conversation over four to five turns, stay on topic, initiate comments or respond to a partner’s comments, with either an adult or another child of the same age</i></p> <p><i>Ask and answer questions to clarify information in a fiction or nonfiction/informational read-aloud</i></p> <p><i>Speak audibly and express thoughts, feelings, and ideas clearly</i></p> | <p><i>Use frequently occurring nouns and verbs in oral language</i></p> <p><i>Answer questions orally in complete sentences</i></p> <p><i>Produce and expand complete sentences in shared language</i></p> <p><i>Identify real-life connections between words and their use (e.g., note places at school that are colorful)</i></p> <p><i>Use words and phrases acquired through conversations, being read to, and responding to texts</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 1: Introducing the Earth | <p>WPS, describe the three things that make up the earth</p> <p>Explain that “Introducing the Earth” is realistic text because we really do depend on Earth’s land, water, and air to survive, but it is fantasy because the earth doesn’t have feelings or talk</p> | <p>Prior to listening to “Introducing the Earth,” identify orally what they know about Earth and how to take care of the planet</p> | <p>Identify new meanings for familiar words, such as <i>earth</i>, and apply them accurately</p> <p>Word Work: <i>responsibility</i></p> <p>Multiple Meaning Word Activity: <i>earth</i></p> | <p>With assistance, categorize and organize facts and information about what they know, wonder, and would like to learn about taking care of the earth</p> |
| Lesson 2: Garbage | <p>WPS, identify the main topic and retell key details from “Garbage”</p> <p>WPS, put image cards of what happens to garbage in the proper sequence</p> <p>Prior to listening to “Garbage,” orally predict where garbage goes after it is thrown out, based on text heard thus far, and then compare the actual outcome to the prediction</p> | <p>Describe familiar things, such as garbage and, WPS, provide additional detail</p> | <p>Demonstrate understanding of frequently occurring adjectives, such as <i>hazardous</i>, by relating them to their opposites (antonyms)</p> <p>Word Work: <i>hazardous</i></p> | <p>Dictate what happens to garbage in the proper sequence, using the temporal words “first,” “then,” “next,” “later,” and “finally”</p> <p>With assistance, create a KWL chart and use it to answer questions</p> |
| Lesson 3: Natural Resources | <p>WPS, identify the main topic and retell key details from “Natural Resources”</p> | <p>Prior to listening to “Natural Resources,” identify orally what they have learned about the earth</p> | <p>Demonstrate understanding of frequently occurring verbs, such as <i>conserve</i>, by relating them to their opposites (antonyms)</p> <p>Word Work: <i>conserve</i></p> | |

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 4: Reduce, Reuse, Recycle | WPS, orally compare and contrast a picture of a green field and blue sky and a picture of a landfill | Ask questions to clarify directions for Interactive Illustrations following “Reduce, Reuse, and Recycle” Add drawings to descriptions of how to conserve a natural resource to provide additional detail Prior to listening to “Reduce, Reuse, Recycle,” identify orally what they learned about garbage and natural resources | Demonstrate understanding of frequently occurring verbs, such as <i>reduce</i> , by relating them to their opposites (antonyms) Word Work: <i>reduce</i> | Create a drawing of a natural resource, naming the topic and providing some details With guidance and support, respond to questions and suggestions from peers and add details to a drawing of a natural resource |
| Lesson 5: Recycle! Recycle! Recycle! | WPS, identify the main topic and retell key details from “Recycle! Recycle! Recycle!” WPS, describe recycling and what happens at a recycling center in proper sequence WPS, describe the role of an author and illustrator in a nonfiction/informational text | Prior to listening to “Recycle! Recycle! Recycle!,” identify orally what they learned about conserving natural resources | Explain the meaning of “A place for everything and everything in its place” and use in appropriate contexts Word Work: <i>solution</i> Sayings and Phrases: <i>A Place for Everything, and Everything in Its Place</i> | |

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

| | Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| Lesson 9: Willy the Water Drop | <p>WPS, describe the role of an author and illustrator in a nonfiction/informational text</p> <p>Orally compare and contrast fresh water, salt water, and wastewater</p> <p>While listening to “Willy the Water Drop,” orally predict what comes out of the wastewater pipe, based on text heard thus far, and then compare the actual outcome to the prediction</p> <p>Explain that “Willy the Water Drop” is realistic text because water drops really go on a journey, but it is fantasy because they don’t really have feelings or talk</p> <p>Evaluate and select read-alouds or poems on the basis of personal choice for rereading</p> | | Word Work: <i>supply</i> | |

| Text Analysis for Close Reading / Comprehension | Speaking & Listening | Language & Vocabulary | Writing |
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| <p>Lesson 10: Goodbye from Good Old Earth</p> | | <p>Word Work: <i>effort</i></p> | <p>Use a combination of drawing, dictating, and writing to present information from “Goodbye from Good Old Earth,” including the topic and key details</p> <p>With guidance and support from adults, explore a variety of digital tools to produce and publish a class book, “Reduce, Reuse, Recycle”</p> <p>Participate in shared research and writing project to create a class book, “Reduce, Reuse, Recycle”</p> <p>With assistance, update facts and information in a chart about what they learned about taking care of the earth and use it to answer questions</p> |
| <i>Domain Review</i> | | | |
| <i>Domain Assessment</i> | | | |
| <i>Culminating Activities</i> | | | |

Presidents and American Symbols

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

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

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

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

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| Lesson 4: George Washington | <p>WPS, describe the connections between George Washington and Henry Knox</p> <p>Evaluate and select read-alouds on the basis of personal choice or rereading</p> <p>Distinguish “A Clever General” as a read-aloud that describes events that happened long ago from those that describe contemporary events</p> | | Word Work: <i>clever</i> | |
| Lesson 5: Thomas Jefferson | <p>WPS, describe the role of an author</p> <p>WPS, identify the reasons Thomas Jefferson gives to support his view that the colonists needed to start a new country</p> <p>WPS, compare and contrast Thomas Jefferson and John Adams</p> | | <p>Identify new meanings for the word <i>turn</i> and apply them accurately</p> <p>Word Work: <i>independence</i></p> <p>Multiple Meaning Word Activity: <i>turn</i></p> | |
| <i>Pausing Point</i> | | | | |
| Lesson 6: Abraham Lincoln | <p>WPS, describe the connection between slavery and the U.S. Civil War</p> | | <p>Identify new meanings for the word <i>head</i> and apply them accurately</p> <p>Word Work: <i>serious</i></p> <p>Multiple Meaning Word Activity: <i>head</i></p> | |
| Lesson 7: Teddy Roosevelt | <p>WPS, describe the connection between Abraham Lincoln and Theodore Roosevelt</p> <p>WPS, describe a picture of young Teddy Roosevelt watching President Lincoln’s funeral procession and use illustrations accompanying “Teddy Roosevelt” to check and support comprehension of the read-aloud</p> | Retell important facts from “Teddy Roosevelt” | Word Work: <i>expert</i> | |

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| Lesson 8: Barack Obama | WPS, describe an illustration of Barack Obama on the night of his election and use pictures accompanying “Barack Obama” to check and support understanding of the read-aloud WPS, compare and contrast Barack Obama and other American presidents | Add drawings to descriptions of a favorite president to provide additional detail | Explain the meaning of “Where there’s a will, there’s a way” and use in appropriate contexts Word Work: <i>accomplishment</i> Sayings and Phrases: <i>Where There’s a Will, There’s a Way</i> | Use a combination of drawing, dictating, and writing to compose an opinion piece about the president they most admire and why With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed |
| Lesson 9: Carving Mount Rushmore | WPS, describe the connection between Mount Rushmore and George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt WPS, describe the connection between Mount Rushmore and George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt | Retell important facts from “Carving Mount Rushmore” | Word Work: <i>determined</i> | Use a combination of drawing, dictating, and writing to present information about Mount Rushmore and supply some details about the topic |
| | <i>Domain Review</i> | | | |
| | <i>Domain Assessment</i> | | | |
| | <i>Culminating Activities</i> | | | |