Grade 1 Curriculum Map

Knowledge 1: The Moral of the Story: Fables and Tales

Unit Summary

This unit introduces students to timeless fables and classic folktales that expand vocabulary, enhance reading comprehension skills, and impart ethical lessons. Students listen to well-known fables like "The Boy Who Cried Wolf," "The Goose and the Golden Eggs," and "The Fox and the Grapes." In doing so, they learn the elements of this genre and understand key story structures. Students also explore folktales, such as "The Little Half-Chick: Medio Pollito" and "The Crowded, Noisy House," which help them differentiate between various types of fiction. This foundational knowledge fosters an understanding of cultural references and a deep appreciation of fiction.

Writing Focus

Students explore narrative writing and, as a class, draft a narrative retelling of "The Tale of Peter Rabbit." They work independently to create one-sentence retellings of fables and stories, and generate statements about images from the Read-Alouds.

Unit Length: 16 Days

Anchor Text: *The Moral of the Story: Fables and Tales* (Read-Aloud)
Text Type: Literary
Lexile: 770L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension of stories by using the "Somebody Wanted But So Then" strategy
- Identify a purpose for listening
- Understand the meaning of certain sayings and phrases
- Begin to explore the genre of narrative writing
- Domain Assessment

Big Ideas

- Fables and folktales have delighted people around the world for generations and are essential for achieving cultural literacy.
- Valuable lessons about ethics and behavior can be learned by exploring different types of fiction.
- Exposure to different types of fiction helps build a strong foundation for the comprehension and enjoyment of literature.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.9	W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.5 SL.1.6	L.1.1 L.1.1h L.1.5 L.1.5c L.1.6	RL.1.1 RL.1.2 RL.1.3	W.1.7 W.1.8		L.1.1 L.1.1h

Grade 1 Curriculum Map

Knowledge 2: From Nose to Toes: How Your Body Works

Unit Summary

In this domain, students are introduced to the five systems of the human body (skeletal, muscular, digestive, circulatory, and nervous) and the functions of the major organs within those systems. They identify five keys to good health and understand the importance of the food groups in a well-balanced diet. Students focus on the care and maintenance of the human body by discussing germs and diseases. They also learn about doctors and scientists like Edward Jenner and Louis Pausteur, whose discoveries aided in the cure of many diseases.

Writing Focus

Students engage in the writing process by planning, drafting, and revising a group narrative about solving a problem. Additionally, students engage in sentence elaboration activities, such as incorporating partners' ideas, expanding sentence stems, and using conjunctions.

Overall Learning Outcomes

- Describe the human body as a network of systems
- Identify and distinguish between the five systems of the human body
- Explain the effects of germs and the importance of vaccines
- Describe ways to stay healthy
- Identify the food groups in a well-balanced diet
- Demonstrate understanding of key vocabulary
- Identify the elements of a narrative
- Use a graphic organizer to plan and draft writing
- Plan, draft, and revise a group narrative about solving a problem
- Domain Assessment

Big Ideas

- The human body is a network of systems that contains organs that work together to perform vital functions.
- There are many parts and functions of the skeletal, muscular, digestive, circulatory, and nervous systems.
- Germs can cause diseases, but there are many ways to stop the spread of diseases.
- The five keys of good health are to eat well, exercise, sleep, keep clean, and have regular checkups.

Unit Length: 16 Days

Anchor Text: *From Nose to Toes: How Your Body Works* (Read-Aloud)
Text Type: Informational
Lexile: 790L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.1 RI.1.2 RI.1.3 RI.1.4	W.1.3 W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.6	L.1.4b L.1.5c	RI.1.1 RI.1.3	W.1.3 W.1.5 W.1.7 W.1.8		

Grade 1 Curriculum Map

Knowledge 3: Common Threads: Different Lands, Similar Stories

Unit Summary

Students are introduced to three common themes found in fairy tales and folktales from around the globe. Although these themes may be familiar, the cultural differences and unique details of each fairy tale and folktale in the unit provide an opportunity for students to appreciate this diversity and learn valuable, universal lessons.

In addition to learning about different cultures, students explore the ways in which folktales from different lands treat similar themes and characters—including variations on the Cinderella story, the adventures of uncommonly small characters, and the exploits of cunning tricksters.

Writing Focus

With these classic stories as inspiration, students plan, draft, and revise a narrative retelling of a fairy tale. They also practice generating statements and interrogative sentences, as well as using conjunctions to expand and connect sentences.

Unit Length:
16 Days

Anchor Text: *Common Threads: Different Lands, Similar Stories* (Read-Aloud)
Text Type: Literary
Lexile: 760L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify a purpose for listening
- Make text-to-text connections
- Retell stories using domain-specific vocabulary and correct sequencing
- Compare and contrast diverse fairy tales and folktales
- Plan, draft, and revise a narrative retelling of a fairy tale
- Domain Assessment

Big Ideas

- Although some fairy tales and folktales are well-known throughout the world, distinct cultures often have their own unique versions of them.
- Despite differences in specific details, fairy tales and folktales from around the globe often share common themes.
- Fairy tales and folktales teach valuable, universal lessons.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.3 RL.1.5 RL.1.9	W.1.3 W.1.6 W.1.8	SL.1.1 SL.1.2 SL.1.4 SL.1.6	L.1.1h L.1.4b L.1.5c	RL.1.2 RL.1.3 RL.1.9	W.1.3		

Grade 1 Curriculum Map

Knowledge 4: Reach for the Stars: Astronomy

Unit Summary

In this introduction to the solar system, students learn about Earth in relation to its moon, other planets, the sun, the stars, and major constellations. They also learn about the sun as a source of light, heat, and energy. Students are introduced to space exploration, including the Apollo missions to the moon and the Parker Solar Probe mission to the sun.

Writing Focus

Students learn to identify key facts in informational texts, practice note-taking with graphic organizers, and journal brief responses. They plan, draft, revise, edit, publish, and present opinion paragraphs that state an opinion, give reasons, and provide a closing. Additionally, students produce and expand declarative and interrogative sentences, using conjunctions to combine shorter sentences.

Overall Learning Outcomes

- Identify Earth, the sun, the moon, other planets, and stars
- Describe how Earth moves
- Explain what causes day and night
- Identify major constellations and discoveries by astronomers
- Distinguish between inner and outer planets in the solar system
- Demonstrate understanding of key vocabulary
- Explore parts of an opinion paragraph by stating an opinion and supplying reasons to support it
- Write an opinion paragraph
- Domain Assessment

Big Ideas

- Earth is one of many different celestial bodies within our solar system.
- The sun, the stars, the moon, and other planets relate to the earth's position in space in distinct ways.
- The sun is a star and a source of light, heat, and energy for the earth.
- NASA, the Space Race, the Apollo missions, the Parker Solar Probe, and astronauts have all contributed to what we know about space.

Unit Length: 16 Days

Anchor Text: *Reach for the Stars: Astronomy* (Read-Aloud)
Text Type: Informational
Lexile: 1020L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.4 RL.1.5 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.6 W.1.8	SL.1.1 SL.1.1b SL.1.2 SL.1.4 SL.1.6	L.1.4 L.1.4b L.1.5 L.1.5a L.1.5b L.1.5c L.1.5d	RI.1.2 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.6 W.1.8		

Grade 1 Curriculum Map

Knowledge 5: Charting the World: Geography

Unit Summary

This domain continues students' study of globes, maps, and atlases. By understanding and learning how to use the compass rose, legends, and keys on maps, students can identify cardinal directions and better understand the geographical information being represented. Students begin to think critically about geography as they ask and answer questions about geographical knowledge and the characteristics of specific locations.

Students start to acquire and use geographic vocabulary, and they develop their speaking and listening skills by participating in collaborative conversations with peers. They also become map makers in a culminating project as they use information they learned in the domain to create a map. Students design, illustrate, and share a map of a favorite place in their neighborhood.

Writing Focus

Students use details to describe key concepts in informational texts about geography, such as the difference between maps, globes, and atlases, and how to use map legends and cardinal directions. They identify and describe urban, rural, and suburban areas globally, create a map of a favorite neighborhood place, and write an opinion statement about that location. Additionally, students produce and expand sentences by using specific details and combining shorter sentences with words and phrases from the Read-Alouds.

Overall Learning Outcomes

- Compare and contrast the characteristics of globes, maps, and atlases
- Use cardinal directions to locate and label various places on a map
- Describe time zones and how the relationship between the sun and the earth affects the seasons
- Locate and label major landforms using a legend on a world map
- Understand that some countries are organized into states and provinces
- Identify geographical characteristics of urban, rural, and suburban areas in the United States
- Locate and label urban, rural, and suburban areas on a map
- Identify major cities on a world map
- Write an opinion statement about the type of community (urban, suburban, or rural) that students would prefer to live in
- Create a map, and write an opinion text about a favorite place in students' neighborhoods
- Domain Assessment

Big Ideas

- Globes, maps, and atlases have distinct features.
- Compass roses, legends, and keys on maps can be used to identify cardinal directions and geographical features.
- Maps, globes, and atlases show geographic locations as well as geographic features—such as the equator, the North and South Poles, bodies of water, and landforms.
- Learning about geography can cultivate an appreciation for discovering different ways of living and inspire us to explore beyond our own neighborhoods.

Unit Length: 16 Days

Anchor Text: *Charting the World: Geography* (Read-Aloud)
Text Type: Informational
Lexile: 770L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.1 RI.1.2 RI.1.3 RI.1.7 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.2 SL.1.3 SL.1.4	L.1.4	RI.1.1 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.8 W.1.9		

Grade 1 Curriculum Map

Knowledge 6: A World of Homes: Animals and Habitats

Unit Summary

In this domain, students learn what habitats are and why living things are suited to particular habitats. Specifically, they identify unique characteristics and animal adaptations in environments such as the Arctic tundra and ocean, the desert, grasslands, temperate deciduous forests, tropical rainforests, and freshwater habitats. Students classify animals based on their diets, explore the diversity of ocean life, and examine the ocean floor's landscape. Additionally, they explain the impacts of habitat destruction on species extinction and consider how conservation efforts help species like the bald eagle recover from near extinction.

Writing Focus

Students focus on informational writing by maintaining a habitat journal in which they write sentences and draw pictures for each habitat they study. They also create an idea web graphic organizer about endangered species. Students produce a mini poster comparing and contrasting deciduous forests and rainforests as well.
Finally, students generate and combine sentences using conjunctions.

Unit Length:
16 Days

Anchor Text: *A World of Homes: Animals and Habitats* (Read-Aloud)
Text Type: Informational
Lexile: 1010L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Recognize that all living things have adapted to live in habitats to which they are particularly suited
- Understand that each habitat has distinct characteristics
- Explain that habitat destruction can lead to extinction
- Generate informational writing by collecting and synthesizing information, then recording it in a journal and graphic organizers
- Domain Assessment

Big Ideas

- All living things are interconnected with both their environments and other living things.
- All living things belong to the food chain, which connects all living things to each other.
- Plants and animals are indigenous to specific habitats, often suited to them through unique characteristics that enable them to adapt to that habitat.
- Animals can be classified by the types of foods that they eat.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9	W.1.1 W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.6	L.1.1 L.1.1g L.1.1h L.1.4 L.1.4a L.1.5a L.1.5b L.1.5c L.1.5d L.1.6	RI.1.2	W.1.2 W.1.5 W.1.8	SL.1.4	

Grade 1 Curriculum Map

Knowledge 7: A New Nation: American Independence

Unit Summary

In this domain, students learn about the birth of the United States of America and identify the continent, country, and state where they live. Then, using maps, they locate, identify, and gain a geographical understanding of the thirteen original colonies within the United States. Students are introduced to important historical figures, places, and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of the country's symbols, including the U.S. flag, the Liberty Bell, and the bald eagle.

Writing Focus

In this domain, students engage in informational writing by identifying key facts before, during, and after Read-Alouds and practicing note-taking through the use of graphic organizers and a Story Chart. Students craft their own paragraphs about the founding of the United States. They also combine sentences on related topics and generate cause/effect and declarative sentences.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Deepen comprehension by using the Somebody Wanted But So Then strategy
- Identify important information and sequence events from a text
- Practice using action verbs in the past and present tense
- Explore how action verbs and adjectives have shades of meaning
- Write captions for pictures of important people and places connected to the story of how the thirteen colonies became an independent nation
- Engage in informational writing by collecting and synthesizing information to plan and draft an informative paragraph
- Domain Assessment

Big Ideas

- Several important historical figures and events led to how the thirteen colonies gained their independence from Great Britain and became the United States of America.
- The British Parliament imposed taxes and laws on the thirteen colonies but did not give the colonists political representation. This led to the Boston Tea Party, the Revolutionary War, and the Declaration of Independence.
- Women, Native Americans, and enslaved Africans played important roles during the time in which the thirteen colonies of America evolved into an independent nation.

Unit Length: 16 Days

Anchor Text: *A New Nation: American Independence* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 1010L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.2 RI.1.1 RI.1.2 RI.1.3 RI.1.6 RI.1.10	W.1.2	SL.1.1 SL.1.1c SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1e L.1.4 L.1.4a L.1.5 L.1.5a L.1.5c L.1.5d	RI.1.1 RI.1.2 RI.1.6	W.1.2 W.1.7 W.1.8		

Grade 1 Curriculum Map

Knowledge 8: Once Upon a Time: Fairy Tales

Unit Summary

In this domain, students explore story elements as they identify characters, settings, events, problems, and solutions in popular fairy tales such as "Sleeping Beauty," "Jack and the Beanstalk," "The Secret of the Fishing Baskets," and "How Night Came." They compare and contrast characteristics of fairy tales, make predictions, and determine if their predictions were correct. Students also distinguish between fantasy and reality aspects of stories. Additionally, they sequence events, identify sensory language, predict reasons for characters' actions, and retell fairy tales.

Writing Focus

In this domain, students delve into informative writing by identifying key elements of fairy tales as they listen to Read-Alouds. They practice group note-taking by using Elements of Fairy Tales charts, Venn diagrams, and other graphic organizers. Students independently plan, write, and edit a manual on how to write a fairy tale. Finally, they generate declarative and interrogative sentences and combine sentences using conjunctions.

Unit Length: 16 Days

Anchor Text: *Once Upon a Time: Fairy Tales* (Read-Aloud)
Text Type: Literary
Lexile: 790L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension by identifying the elements of fairy tales before, during, and after Read-Alouds
- Examine literary themes and elements
- Explain which elements of a fairy tale are fantasy and which could happen in real life
- Predict and describe the reasons for characters' actions
- Explore and engage in the genre of informative writing
- Domain Assessment

Big Ideas

- Fairy tales are a unique type of fiction.
- Valuable life lessons can be learned from fairy tales as they explore concepts such as bravery and heroism as well as good and evil.
- Fantasy elements enable problems to be resolved in fairy tales.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.2 RL.1.3 RL.1.4 RL.1.9	W.1.1 W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.2 SL.1.4 SL.1.5	L.1.1g L.1.4 L.1.5 L.1.5c	RL.1.3 RL.1.9	W.1.1 W.1.2 W.1.5 W.1.8	SL.1.2	L.1.1j

Grade 1 Curriculum Map

Knowledge 8: Our Planet: The History of the Earth

Unit Summary

In this domain, students will explore the earth's geographical features. Students will learn about the shape of the earth, the North and South Poles, and the equator. Students will also learn the names of the layers of the earth and the characteristics of each layer. During Read-Alouds, students will learn the characteristics and importance of minerals and rocks. Students will also learn about fossils and their importance in giving us knowledge about the history of living things on the earth.

Writing Focus

Students will engage with various forms of writing, such as friendly letters and informative pieces, using tools like graphic organizers and posters to support their learning and creativity. They will also practice generating all four sentence types and expanding sentences using conjunctions.

Unit Length:
16 Days

Anchor Text: *Our Planet: The History of the Earth* (Read-Aloud)
Text Type: Informational
Lexile: 1020L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Use a Venn diagram to compare and contrast volcanoes and geysers
- Record information from the Read-Alouds using a graphic organizer
- Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter
- Domain Assessment

Big Ideas

- The earth is composed of various layers, each with its own characteristics.
- Geographical features, such as volcanoes and geysers, give us information about these layers.
- Rocks and minerals are important in our daily lives. They are taken from the crust and used in many ways.
- There are three types of rock, each with their own characteristics. Fossils are found in rock and give us knowledge about the history of living things on Earth.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7	W.1.2 W.1.5 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.5a L.1.5c L.1.6	RI.1.3 RI.1.4 RI.1.5 RI.1.7	W.1.2 W.1.8	SL.1.5	

Grade 1 Curriculum Map

Knowledge 9: From Babylon to the Nile: Early World Civilizations

Unit Summary

What is needed to build a civilization? Students investigate this question by going back to the development of early civilizations. They examine the fundamental features of civilizations, including the advent of farming, the establishment of cities and government, and the roles of writing and religion. Topics include the importance of rivers such as the Nile, Tigris, and Euphrates; the development of the earliest form of writing; the first codification of laws; the Great Sphinx and pyramids; and pharaohs, including Hatshepsut and Tutankhamun.

Writing Focus

Students will explore the genre of opinion writing. They will gather information from Read-Alouds to inform their opinions and plan, draft, and revise an opinion paragraph. They will practice generating and elaborating sentences based on information from Read-Alouds.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Deepen comprehension through "Somebody Wanted But So Then" strategy
- Set a purpose for listening and identify important information in a text
- Use a timeline to make connections and sequence information to deepen comprehension
- Record important information from Read-Alouds in a graphic organizer
- Identify and use subject pronouns
- Collaborate to write an informational paragraph about the components of a civilization
- Use information from Read-Alouds to write an opinion paragraph
- Domain Assessment

Big Ideas

- Fundamental features of civilizations include farming, cities, and government.
- Rivers were vital to the emergence of civilization in Mesopotamia and Egypt, as were writing and religion.
- The codification of laws was an important step in the development of civilization.

Unit Length: 16 Days

Anchor Text: *From Babylon to the Nile: Early World Civilizations* (Read-Aloud)
Text Type: Informational
Lexile: 930L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	**Writing**	**Speaking & Listening**	**Language**	**Reading**	**Writing**	**Speaking & Listening**	**Language**
RL.1.6 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9 RI.1.10	W.1.1 W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1c SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1d L.1.4 L.1.5a L.1.5b L.1.5c	RI.1.2 RI.1.3 RI.1.7 RI.1.9	W.1.1 W.1.7		L.1.1d

Grade 1 Curriculum Map

Knowledge 9: Early Americas: Maya, Aztec, and Inca

Unit Summary

Students examine the significant features of the ancient Maya, Aztec, and Inca civilizations, including farming, the establishment of cities and government, and religion. Students compare and contrast key aspects of the early civilizations of the Maya, Aztec, and Inca. They learn about important leaders and explore the development of cities such as Baakal, Tenochtitlán, and Machu Picchu. Students also learn that much of what we know about the Maya, the Aztec, and the Inca today is due to the work of archaeologists.

Writing Focus

Using what they have already learned about opinion writing, students will plan, draft, revise, and publish an opinion paragraph explaining whether they would most like to travel back in time to visit the ancient Maya or Aztec civilizations. Students will also practice writing complete sentences and expand sentences using conjunctions.

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Set a purpose for listening
- Identify important information in a text
- Use a timeline to make connections and sequence information to deepen comprehension
- Collect, synthesize, and record information from the text in charts
- Identify and use object pronouns
- Summarize information by writing phrases and sentences
- Identify the parts of a letter
- Analyze opinion writing and write an opinion paragraph
- Domain Assessment

Big Ideas

- The ancient Maya, Aztec, and Inca civilizations had shared features, including farming, the establishment of cities and government, and religion.
- Mayan astronomers studied the movement of the stars and planets to create a very accurate calendar.
- Much of what we learn about people from the past is discovered by archaeologists, who study artifacts from the past and use that information to make informed hypotheses.

Unit Length: 16 Days

Anchor Text: *Early Americas: Maya, Aztec, and Inca* (Read-Aloud)
Text Type: Informational/Literary
Lexile: 940L

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.3 RL.1.6 RL.1.7 RI.1.1 RI.1.2 RI.1.3 RI.1.7 RI.1.8 RI.1.9 RI.1.10	W.1.1 W.1.2 W.1.5 W.1.6 W.1.8	SL.1.1 SL.1.1c SL.1.2 SL.1.4	L.1.1 L.1.1d L.1.4 L.1.5 L.1.5a L.1.5b L.1.5c L.1.5d	RI.1.2	W.1.1 W.1.2 W.1.5 W.1.6 W.1.8		

Grade 1 Curriculum Map

Knowledge 10: Adventure Stories: Tales from the Edge

Unit Summary

In this domain, students are introduced to adventure stories from around the world and challenged to dig deeper into topics through research. By listening to the Read-Alouds and trade books, students enhance their vocabulary and reading comprehension skills, learn valuable lessons about perseverance and teamwork, and become familiar with how to gather information for research.

Specifically, students study the careers of real-world explorers Dr. Eugenie Clark and Sophia Danenberg, marvel at the inventions of Jacques Cousteau, and think critically about how teamwork and collaboration can make greater adventures possible. They also learn about the science and technology that enable adventures and research some of the ways humans have confronted challenges at the edges of the world—from the oceans below to space above.

After conducting research on an adventurer from one of the Read-Alouds or trade books, students share the information they found as if they are a "speaking portrait" of that person.

Writing Focus

Students use the research process—including brainstorming, asking questions, gathering information, and recording ideas—to write a paragraph about an adventure topic. Additionally, students produce and expand declarative, interrogative, and cause and effect sentences, using conjunctions to combine shorter sentences and fragments.

Unit Length:
16 Days

Anchor Texts: *Adventure Stories: Tales from the Edge* (Read-Aloud), Trade Books
Text Type: Literary/Informational
Lexile: 580L-1080L

Overall Learning Outcomes

- Demonstrate understanding of key vocabulary
- Identify a purpose for listening
- Deepen comprehension through the use of Venn diagrams
- Recognize important information in a text
- Identify the characteristics of an adventure story
- Use the research process to collect and synthesize information, and record ideas in a graphic organizer
- Write an informative paragraph

Big Ideas

- Adventure stories are about a person going from a familiar place to an unfamiliar one.
- Teamwork, perseverance, and collaboration are important for the success of real-life explorers.
- Science and technology have allowed people to take on ever greater adventures.
- People with adventure careers are fascinated by challenges and unanswered questions, and demonstrate a willingness to persist in finding answers or solutions to problems.

Standards Instructed				Standards Assessed in Formative Assessments			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.7 RL.1.9 RF.1.1	W.1.2 W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.4	L.1.1g L.1.1i L.1.1j L.1.2 L.1.4 L.1.5c	RL.1.1 RL.1.3 RL.1.4 RL.1.7	W.1.2 W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.4	L.1.1 L.1.1g L.1.1i L.1.1j L.1.2