# Albuquerque School of Excellence

## ELA Curriculum Map

### Scope & Sequence

#### Grade 2

## SKILLS STRAND

<table>
<thead>
<tr>
<th>Month</th>
<th>UNIT 1</th>
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## LISTENING & LEARNING STRAND

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**Start Listening & Learning Domain**

| D1: Fairy Tales and Tall Tales | D2: Early Asian Civilizations | D3: The Ancient Greek Civilization |

**Start Skills Unit**

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**Start Listening & Learning Domain**

| D3 | D4: Greek Myths | D5: The War of 1812 | D6: Cycles in Nature |

**Start Skills Unit**

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**Start Listening & Learning Domain**

| D5: Westward Expansion | D6: Insects | D7: The War of 1812 | D8: U.S. Civil War |

**Start Skills Unit**

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**Start Listening & Learning Domain**


**Start Skills Unit**

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SKILLS STRAND
The Skills strand of the Core Knowledge Language Arts program teaches students the decoding skills needed for (future) independent reading. Each Skills lesson begins with a warm-up, reviewing previously taught content in reading, writing, and/or grammar. All reading times—denoted below as demonstration stories or whole group, small group, or partner reading—consist of a story preview, presentation, and discussion. For a unit-by-unit alignment of Skills learning objectives to the Common Core State Standards, please visit http://www.engageny.org/resource/grade-2-english-language-arts.

**Unit 1 (22–25 days)**

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<th><strong>Grammar</strong></th>
<th><strong>Spelling</strong></th>
<th><strong>Writing</strong></th>
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<td>Basic Code Spellings for /a/, /i/, /p/, /b/, /t/, /d/</td>
<td>Dictation: One-Syllable Short Vowel Words</td>
<td>Word Writing: One-Syllable Short Vowel Words</td>
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<td>Whole Group Reading</td>
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<td>Spelling Words Introduction: sand, sang, sank, hunt, hung, hunk, thin, thing, think, should*</td>
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<td>Chaining: One-Syllable Short Vowel Words</td>
<td>Review: Capitalization, Punctuation, Past Tense –ed</td>
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<td>Review: Sound Spelling, Digraphs, Spelling Alternatives, Tricky Words, Tricky Spellings</td>
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*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.
## Core Knowledge Language Arts®

**Scope and Sequence • Skills Strand • Grade 2**

### Unit 2 (16–19 days)

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<th>Lesson</th>
<th>Phonics &amp; Reading</th>
<th>Grammar</th>
<th>Spelling</th>
<th>Writing</th>
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</table>
| Lesson 1 | Review: Basic Code  
Spellings for /ae/ and /ie/  
Chaining: One-Syllable  
Words with Magic ‘e’  
Ending  
Tricky Words: I, you, your, street  
Whole Group Reading  
Reading Comprehension: Multiple Choice (with Citation) | | Spelling Words  
Introduction: yelled, yanked, slumped, limped, plopped, smiled, shrugged, liked, patted, you* | Response to Text: Sentences (with Citation) * |
| Lesson 2 | Review: Basic Code  
Spellings for /oe/ and /ue/*  
Chaining: One-Syllable  
Words with Magic ‘e’  
Ending  
Reading Two-Syllable Words  
Tricky Words: my, by, have  
Partner Reading | | | |
| Lesson 3 | Basic Code Spellings /ee/  
Chaining: One-Syllable  
Words with Magic ‘e’  
Close Reading* | | | Response to Text: Multi-Sentence Description |
| Lesson 4 | Tricky Words: all, who  
Small Group Reading  
Reading Comprehension: Multiple Choice (with Citation) | Quotation Marks | | Handwriting: Quotations  
Response to Text: Sentences (with Citation)* |
| Lesson 5 | Review: Tricky Spelling ‘oo’  
Tricky Words: no, go, so  
Small Group Reading | | Spelling Assessment | |
| Lesson 6 | Tricky Words: are, were, some  
Spelling Words  
Introduction: smiling, racing, hoping, baking, inviting, confusing, tasting, competing, hopping, were* | | Planning a Fictional Narrative * | |
| Lesson 7 | Basic Code ‘ou’ and ‘ow’  
for /oul/ | | | Drafting a Fictional Narrative (Whole Group) |
| Lesson 8 | Basic Code ‘oi’ and ‘oy’  
for /oy/  
* | Chaining: One-Syllable Words | | Editing a Fictional Narrative (Whole Group) |
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*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.
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DRAFT VERSION
*Additional practice offered with Take-Home Material. Occasionally, Take-Home Material consists of a review of prior content not practiced during the lesson it is correlated with. In such cases, the marker (*) appears on a blank line. Further, in all cases of reading practice, the story is one previously read which parents are encouraged to have their children read aloud to them.
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## Unit 5 (30-33 days)*

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# Unit 6 (40–43 days)

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

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

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

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- **Domain 2**: Early Asian Civilizations
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- **Domain 7**: Westward Expansion
- **Domain 8**: Insects
- **Domain 9**: The U.S. Civil War
- **Domain 10**: The Human Body
- **Domain 11**: Immigration
- **Domain 12**: Fighting for a Cause
**Fairy Tales and Tall Tales**

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

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

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<tr>
<th>Text Analysis for Close Reading / Comprehension</th>
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<th>Language &amp; Vocabulary</th>
<th>Writing</th>
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<tr>
<td>These objectives are consistently addressed throughout the domain</td>
<td>Ask and answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud</td>
<td>Use agreed-upon rules for group discussions</td>
<td>Identify real-life connections between words and their use</td>
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<td></td>
<td>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud</td>
<td>Carry on and participate in a conversation over at least six turns</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</td>
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<tr>
<td>Lesson 1: The Fisherman and His Wife</td>
<td>Demonstrate familiarity with &quot;The Fisherman and His Wife&quot;</td>
<td>Summarize content and/or oral information presented by others by using the main events in &quot;The Fisherman and His Wife&quot;</td>
<td>Rewrite and illustrate “The Fisherman and His Wife” using new characters, a different setting, and different wishes and share writing with others</td>
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<td></td>
<td>Describe the characters, plot, and setting of &quot;The Fisherman and His Wife&quot;</td>
<td>Ask questions to clarify directions</td>
<td>Identify the correct usages of antonyms pleasant and displeases</td>
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<td>Identify common characteristics of fairy tales and the fairy tale elements of &quot;The Fisherman and His Wife&quot;</td>
<td>Make oral predictions before and during the read-aloud</td>
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<td></td>
<td>Recount &quot;The Fisherman and His Wife&quot; and determine the central message, lesson, or moral</td>
<td>Determine the meanings of words by using the prefix dis-</td>
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<td>Describe how the fisherman feels about asking for more wishes and how the flounder feels about granting each wish in &quot;The Fisherman and His Wife&quot;</td>
<td>Word Work: displeases</td>
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<td>Describe illustrations of the sea in &quot;The Fisherman and His Wife&quot;</td>
<td>Identify the correct usages of antonyms pleases and displeases</td>
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<tr>
<td>Text Analysis for Close Reading / Comprehension</td>
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<td><strong>Lesson 2: The Emperor's New Clothes</strong></td>
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<tr>
<td>Recount “The Emperor's New Clothes,” and determine the central message, lesson, or moral</td>
<td>Prior to listening to The Emperor's New Clothes, orally predict from the illustration why the emperor might be dressed as he is</td>
<td>Word Work: curious</td>
<td>Discuss personal responses to pretending to know something and connect those to the way in which the characters in the fairy tale “The Emperor's New Clothes” pretend to know something they do not</td>
</tr>
<tr>
<td>Describe how the people feel upon seeing the Emperor in his underwear in “The Emperor's New Clothes”</td>
<td>Rehearse and perform “The Emperor's New Clothes” for an audience using eye contact, appropriate volume, and clear enunciation</td>
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<tr>
<td>Describe the illustration of the spinners, weavers, and tailors in “The Emperor's New Clothes”</td>
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<td><strong>Lesson 3: Beauty and the Beast, Part I</strong></td>
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<tr>
<td>Describe how the beast feels when the merchant takes his rose in “Beauty and the Beast, Part I”</td>
<td>Recount “Beauty and the Beast, Part I” through a sequence of events in the fairy tale</td>
<td>Determine the meanings of words, such as misfortune, by using the prefix mis-</td>
<td>Draw pictures, dictate, or write simple sentences to represent details or information from “Beauty and the Beast, Part I,” including information about the main characters, the setting, and the beginning, middle, or end of the fairy tale</td>
</tr>
<tr>
<td>Describe an illustration of the beast in “Beauty and the Beast, Part I”</td>
<td>Draw a picture of one event in “Beauty and the Beast, Part I” to demonstrate comprehension of the read-aloud</td>
<td>Identify the correct usages of misfortune and fortune and explain that they are antonyms</td>
<td>Participate in shared writing project, by retelling the read-aloud using a series of drawings and sentences of “Beauty and the Beast, Part I”</td>
</tr>
<tr>
<td>Compare and contrast orally the characteristics of fairy tales in “The Fisherman and His Wife” with the characteristics of fairy tales in “The Emperor's New Clothes”</td>
<td>Prior to listening to “Beauty and the Beast, Part I,” identify orally what they know and have learned about fairy tales</td>
<td>Word Work: fortune</td>
<td>Discuss personal responses and connect those to the characters in “Beauty and the Beast, Part I”</td>
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<td><strong>Lesson 4: Beauty and the Beast, Part II</strong></td>
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<tr>
<td>Recount “The Beauty and the Beast, Part II” and determine the central message, lesson, or moral</td>
<td>Prior to listening to “Beauty and the Beast, Part II,” orally predict from text heard thus far if the merchant will return to the castle or if one of the merchant's daughters will go in his place, also which daughter will offer to go, and if the merchant will let her take his place.</td>
<td>Identify new meanings for familiar words, such as tunes, and apply them accurately</td>
<td>Discuss personal responses to judging a character's looks versus actions and connect those to the characters and events in the fairy tale “Beauty and the Beast, Part II”</td>
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<td>Describe how Beauty's feelings changed from the beginning to the end of “Beauty and the Beast, Part II”</td>
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<tr>
<td>Describe an illustration in “Beauty and the Beast, Part II”</td>
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_Pausing Point_
<table>
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<tr>
<th>Lesson 5: Paul Bunyan</th>
<th>Text Analysis for Close Reading / Comprehension</th>
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<tbody>
<tr>
<td><strong>Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life</strong></td>
<td>Clarify information about “Paul Bunyan” by asking questions that begin with what</td>
<td><strong>Word Work: admiration</strong></td>
<td>With assistance, categorize and organize characteristics about the tall tale “Paul Bunyan” into a chart</td>
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</tbody>
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<thead>
<tr>
<th>Lesson 6: Pecos Bill</th>
<th><strong>Compare and contrast orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “Pecos Bill”</strong></th>
<th>Add drawings to clarify understanding of exaggerations found in “Pecos Bill” and “Paul Bunyan”</th>
<th><strong>Word Work: tame</strong></th>
<th>With assistance, categorize and organize characteristics about the tall tale “Pecos Bill” into a chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Distinguish this fantasy from realistic text by explaining that some of the things in the story could not happen in real life</strong></td>
<td>Prior to listening to “Pecos Bill,” identify orally what they know and have learned about characters from other tall tales they have heard</td>
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<td>While listening to “Pecos Bill,” orally predict what will happen next based on text heard thus far</td>
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<tr>
<th>Lesson 7: John Henry</th>
<th><strong>Describe how the words from the “Ballad of John Henry” tell the story about John Henry</strong></th>
<th>Prior to listening to “John Henry,” identify orally what they know and have learned about characteristics of tall tales</th>
<th>Identify new meanings for familiar words, such as tracks, and apply them accurately</th>
<th>With assistance, categorize and organize characteristics about the tall tale “John Henry” into a chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Compare and contrast orally the characteristics of tall tales in “Paul Bunyan” with the characteristics of tall tales in “John Henry”</strong></td>
<td>Prior to listening to “John Henry,” orally predict whether John Henry or the machine will win the competition and then compare the actual outcome to the prediction</td>
<td><strong>Word Work: feats</strong></td>
<td>Multiple Meaning Word Activity: tracks</td>
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<tr>
<td><strong>Distinguish fantasy from realistic text by explaining that some of the things in the story could not happen in real life</strong></td>
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<tr>
<th>Lesson 8: Casey Jones</th>
<th><strong>Describe how the words from the “Ballad of Casey Jones” tell the story about Casey Jones</strong></th>
<th>Prior to listening to “Casey Jones,” identify orally what they know and have learned about the tall tale John Henry</th>
<th><strong>Word Work: legendary</strong></th>
<th>With assistance, categorize and organize characteristics about the tall tale “Casey Jones” into a chart</th>
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<tbody>
<tr>
<td><strong>Compare and contrast orally the characteristics of tall tales in “Paul Bunyan,” “John Henry,” and “Casey Jones”</strong></td>
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**Domain Review**

**Domain Assessment**

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

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

Text Analysis for Close Reading / Comprehension

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<tr>
<th>Speaking &amp; Listening</th>
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<th>Writing</th>
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<tr>
<td>Ask and answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud</td>
<td>Use agreed-upon rules for group discussions</td>
<td>Identify real-life connections between words and their use</td>
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<tr>
<td>Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a fiction read-aloud</td>
<td>Carry on and participate in a conversation over at least six turns</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts</td>
</tr>
<tr>
<td>Prior to listening to “Casey Jones,” identify orally what they know and have learned about the tall tale John Henry</td>
<td>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</td>
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<tr>
<td>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4</td>
<td>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</td>
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<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</td>
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Lesson 1: The Indus River Valley, Part I

Interpret information from a map of Asia and connect it to information learned in “The Indus River Valley, Part I”

Add drawings to descriptions of the Himalayan Mountains and the Indus River Valley to clarify ideas, thoughts, and feelings

Use word parts to determine the meaning of overflow in “The Indus River Valley, Part I”

Word Work: fertile

Lesson 2: The Indus River Valley, Part II

Interpret information from a map of Asia and connect it to information learned in “The Indus River Valley, Part II”

Identify how Sanjay feels when he is invited to see the holy man

Summarize orally the content of “The Indus River Valley, Part II”

Ask and answer what questions orally to gather information or deepen understanding of the information contained in “The Indus River Valley, Part II”

Prior to listening to “The Indus River Valley, Part II,” identify orally what they know and have learned about ancient India

Provide synonyms for source

Word Work: source

With assistance, categorize and organize facts and information from “The Indus River Valley, Part II” in a Civilizations Chart
<table>
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<tr>
<th>Lesson 3: Hindus and Hinduism</th>
<th>Text Analysis for Close Reading / Comprehension</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpret information from a Civilizations Chart and a Comparison Chart and connect it to information learned in “Hindus and Hinduism”</td>
<td>Prior to listening to “Hindus and Hinduism,” identify orally what they know and have learned about the Indus River Valley civilization</td>
<td>Identify new meanings for the word <em>club</em> and apply them accurately</td>
<td>With assistance, categorize and organize facts and information from “Hindus and Hinduism” in a Civilizations Chart and in a Comparison Chart pertaining to Hinduism and Buddhism</td>
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<tr>
<td>Compare and contrast orally Hinduism and other world religions</td>
<td><strong>Word Work:</strong> <em>represents</em> Multiple Meaning Word Activity: <em>club</em></td>
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<thead>
<tr>
<th>Lesson 4: The Tiger, the Brahman, and the Jackal</th>
<th><strong>Word Work:</strong> <em>represents</em> Multiple Meaning Word Activity: <em>club</em></th>
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<tbody>
<tr>
<td>Recount information from “The Tiger, the Brahman, and the Jackal,” an Indian folktale, and determine the central message of the folktale</td>
<td>Ask and answer who questions orally to gather information or deepen understanding of the information contained in “The Tiger, the Brahman, and the Jackal”</td>
<td>Determine the meaning of new words when the prefix <em>un-</em> is added to a known word</td>
<td>With assistance, categorize and organize facts and information from “The Tiger, the Brahman, and the Jackal” in a T-chart</td>
</tr>
<tr>
<td>Describe how the tiger, the Brahman, the buffalo, the tree, and the jackal respond to challenges in “The Tiger, the Brahman, and the Jackal”</td>
<td>Prior to listening to “The Tiger, the Brahman, and the Jackal,” identify orally what they know and have learned about India and Asia</td>
<td><em>Word Work: unjust</em></td>
<td>Share writing with others</td>
</tr>
<tr>
<td>Use information gained from the illustrations and words in “The Tiger, the Brahman, and the Jackal” to demonstrate understanding of its characters, setting, or plot</td>
<td>Prior to listening to “The Tiger, the Brahman, and the Jackal,” orally predict which character will be the trickster in the story, and then compare the actual outcomes to predictions</td>
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<td>Rehearse and perform a dramatization of “The Tiger, the Brahman, and the Jackal,” using eye contact, appropriate volume, and clear enunciation</td>
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<tr>
<th>Lesson 5: The Blind Men and the Elephant</th>
<th><strong>Word Work:</strong> <em>resembles</em></th>
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<tbody>
<tr>
<td>Describe how each of the blind men in “The Blind Men and the Elephant” respond to challenges</td>
<td>Prior to listening to “The Blind Men and the Elephant,” identify orally what they know and have learned about India and Asia</td>
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<td>Describe the characters and plot of “The Blind Men and the Elephant,” including how the beginning introduces the story</td>
<td>Prior to listening to “The Blind Men and the Elephant,” orally predict how the blind men will describe the elephant in the story, and then compare the actual outcomes to predictions</td>
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<tr>
<td>Use information gained from the illustrations and words in “The Blind Men and the Elephant” to demonstrate understanding of its characters, setting, or plot</td>
<td>Use regular and irregular past tense verbs correctly in oral language</td>
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<td>Lesson 6: Diwali</td>
<td><strong>Text Analysis for Close Reading / Comprehension</strong></td>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Language &amp; Vocabulary</strong></td>
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<td>Interpret information from a chart on Hinduism and Buddhism and connect it to information learned in “Diwali”</td>
<td>Summarize in writing the content of “Diwali” Ask and answer who questions orally to gather information or deepen understanding of the information contained in “Diwali” Add drawings to a summary of the information contained in “Diwali” to clarify ideas, thoughts, and feelings Prior to listening to “Diwali,” identify orally what they know and have learned about Hinduism</td>
<td>Word Work: custom</td>
<td>With guidance and support from adults and peers, focus on information presented in “Diwali” and strengthen writing as needed by revising and editing Share writing with others</td>
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<tr>
<th>Lesson 7: Buddhists and Buddhism</th>
<th><strong>Text Analysis for Close Reading / Comprehension</strong></th>
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<tbody>
<tr>
<td>Interpret information from a Civilizations Chart and a Comparison Chart and connect them to information learned in “Buddhists and Buddhism”</td>
<td>Add drawings to descriptions of some obstacle they conquered to clarify ideas, thoughts, and feelings Prior to listening to “Buddhists and Buddhism,” identify orally what they know and have learned about Hinduism Identify how they would feel if they saw the suffering that Siddhartha saw</td>
<td>Identify new meanings for the word train and apply them accurately Word Work: conquer Multiple Meaning Word Activity: train</td>
<td>Make a personal connection to Siddhartha’s theory of how people could conquer suffering and achieve happiness With assistance, categorize and organize facts and information from “Buddhists and Buddhism” in a Civilizations Chart and in a Comparison Chart on religion</td>
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<tr>
<th>Lesson 8: The Yellow and Yangtze Rivers</th>
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<th><strong>Language &amp; Vocabulary</strong></th>
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<tbody>
<tr>
<td>Interpret information from a Civilizations Chart and connect it to information learned in “The Yellow and the Yangtze Rivers” Compare and contrast orally farming in ancient China with farming in ancient India</td>
<td>Ask and answer what questions orally to gather information or deepen understanding of the information contained in “The Yellow and the Yangtze Rivers” Prior to listening to “The Yellow and the Yangtze Rivers,” identify orally what they know and have learned about ancient India</td>
<td>Word Work: sorrow</td>
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## Lesson 9: Paper, Writing, and Calligraphy

**Text Analysis for Close Reading / Comprehension**

- **Interpret information** from a Civilizations Chart and connect it to information learned in “Paper, Writing, and Calligraphy”
- Compare and contrast orally Chinese writing with written English

**Speaking & Listening**

- Add drawings to descriptions of paper, writing, and calligraphy in ancient China to clarify ideas, thoughts, and feelings
- Prior to listening to “Paper, Writing, and Calligraphy,” identify orally what they know and have learned about early Chinese civilizations

**Language & Vocabulary**

- Use the antonyms **durable** and **fragile** appropriately in oral language
- **Word Work:** durable

**Writing**

- Plan, draft, and edit an informative text that presents information from “Paper, Writing, and Calligraphy,” including an introduction to a topic, relevant facts, and a conclusion
- Participate in a shared writing project on the topic of paper, writing, and calligraphy in ancient China
- With assistance, categorize and organize facts and information from “Paper, Writing, and Calligraphy” in a Civilizations Chart
- Share writing with others

## Lesson 10: The Magic Paintbrush

**Text Analysis for Close Reading / Comprehension**

- **Recount information** from “The Magic Paintbrush,” a Chinese folktale, and determine the central message of the folktale
- Describe how Ma Liang, the teacher, and the emperor respond to challenges in “The Magic Paintbrush”
- **Describe the characters and plot** of “The Magic Paintbrush,” including how the ending concludes the story
- Use information gained from the illustrations and words in “The Magic Paintbrush” to demonstrate understanding of its characters, setting, or plot
- **Sequence four to six pictures illustrating events** in “The Magic Paintbrush”

**Speaking & Listening**

- Add drawings to a summary of information heard in “The Magic Paintbrush” to clarify ideas, thoughts, and feelings
- Prior to listening to “The Magic Paintbrush,” identify orally what they know and have learned about China and about folktales
- Prior to listening to “The Magic Paintbrush,” orally predict what it might mean for a paintbrush to be magical, and then compare the actual outcomes to predictions

**Language & Vocabulary**

- **Word Work:** praise

**Writing**

- Make a personal connection to Ma Liang’s decision to use the magic paintbrush to paint things for others
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<tbody>
<tr>
<td></td>
<td>Ask and answer what questions orally to gather information or deepen understanding of the information contained in “The Importance of Silk”</td>
<td>Use the antonyms emerge and plunged appropriately in oral language</td>
<td>Plan, draft, and edit an informative text that presents information from “The Importance of Silk,” including an introduction to a topic, relevant facts, and a conclusion</td>
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<tr>
<td>Prior to listening to “The Importance of Silk,” identify orally what they know and have learned about China</td>
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| Lesson 12: China’s Great Wall | Interpret information from a Civilizations Chart and connect it to information learned in “China’s Great Wall” | Ask and answer what questions orally to gather information or deepen understanding of the information contained in “China’s Great Wall” | Explain the meaning of “easier said than done” and use in appropriate contexts | With assistance, categorize and organize facts and information from “China’s Great Wall” in a Civilizations Chart Share writing with others |
| Identify how the people of China felt about the northern nomads taking their food, gold, and animals |
| Recount a personal experience involving the saying “easier said than done” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences |
| Prior to listening to “China’s Great Wall,” identify orally what they know and have learned about The Silk Roads |

<p>| Lesson 13: Confucius | Interpret information from a Venn diagram comparing and contrasting Confucius and Siddhartha and connect it to information learned in “Confucius” | Ask and answer what questions orally to gather information or deepen understanding of the information contained in “Confucius” | Distinguish shades of meaning among the adjectives willing, eager, and impatient Learn common sayings and phrases such as “practice what you preach” Word Work: eager Sayings and Phrases: Practice What You Preach | With assistance, categorize and organize facts and information from “Confucius” in a Venn diagram |
| Compare and contrast, in writing, Confucius and Siddhartha |
| Recount a personal experience involving the saying “practice what you preach” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences |
| Prior to listening to “Confucius,” identify orally what they know and have learned about Siddhartha Gautama |</p>
<table>
<thead>
<tr>
<th><strong>Lesson 14:</strong> Chinese New Year</th>
<th><strong>Speaking &amp; Listening</strong></th>
<th><strong>Language &amp; Vocabulary</strong></th>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interpret information</strong> from a Celebrations Venn diagram and connect it to information learned in “Chinese New Year”</td>
<td>Prior to listening to “Chinese New Year,” identify orally what they know and have learned about early Chinese civilization</td>
<td>Use word parts to determine the meaning of words ending in the suffix –uos in “Chinese New Year”</td>
<td>With assistance, categorize and organize facts and information from “Chinese New Year” in a Venn diagram</td>
</tr>
<tr>
<td><strong>Compare and contrast</strong> in writing Diwali and Chinese New Year</td>
<td>Prior to listening to “Chinese New Year,” identify orally what they know and have learned about early Chinese civilization</td>
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</tr>
</tbody>
</table>

**Domain Review**

**Domain Assessment**

**Culminating Activities**
The Ancient Greek Civilization
12 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (16 Days)

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

Text Analysis for Close Reading / Comprehension
- Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud
- 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
- Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions

Speaking & Listening
- 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.
- Carry on and participate in a conversation over at least six turns, staying on topic, and linking their comments to the remarks of others, with either an adult or another child of the same age
- Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud
- Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Language & Vocabulary
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)

Writing
- With assistance, categorize and organize facts and information on the ancient Greek civilization

Lesson 1: The Ancient Greeks
- Locate the island of Crete on a map of ancient Greece and explain that it is the largest island in the Mediterranean Sea
- Compare and contrast orally the characteristics of civilizations and the ancient civilizations they have already learned about
- Draw a picture to represent information from “The Ancient Greeks”
- Draw a picture to represent information from “The Ancient Greeks”
- Draw a picture to represent information from “The Ancient Greeks”
- Determine the meanings of words, such as independently, by using the prefix ‘in’
- Identify the correct usages of independently and dependently and explain that they are antonyms
- Word Work: independently
<p>| Lesson 2: Mount Olympus, Part I | Recount the story of the Olympian gods and goddesses from “Mount Olympus, Part I,” using transition words like first, next, then, and finally, and discuss with one or more peers. Identify the three seas that surrounded ancient Greece using a map of ancient Greece as a guide. | Summarize orally the information contained in “Mount Olympus, Part I.” Prior to listening to “Mount Olympus, Part I,” identify orally what they know and have learned about the ancient Greek civilization. | Word Work: summoned | With assistance, categorize and organize facts and information on the ancient Greek civilization. |
| Lesson 3: Mount Olympus, Part II | Recount the story of the Olympian gods and goddesses from “Mount Olympus, Part II,” using transition words like first, next, then, and finally, including the sequence of events. Interpret information from a Civilization Chart and connect it to information learned in “Mount Olympus, Part II.” Compare and contrast orally the characteristics and powers of the gods and goddesses of the ancient Greeks. | Summarize orally information contained in “Mount Olympus, Part II.” Prior to listening to “Mount Olympus, Part II,” identify orally what they know and have learned about Mount Olympus. Prior to listening to “Mount Olympus, Part II,” orally predict what Zeus’s news for the gods and goddesses will be, and then compare the actual outcome to the prediction. | Word Work: mission | With assistance, categorize and organize facts and information on the ancient Greek civilization. |
| Lesson 4: The Olympic Games | Compare and contrast orally the contributions from other civilizations they have previously learned about that are still in our lives today. Recount a personal experience involving the saying “where there’s a will, there’s a way” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Prior to listening to “The Olympic Games,” identify orally what they know and have learned about the beliefs of the ancient Greeks. | Explain the meaning of the saying “where there’s a will, there’s a way,” and use in appropriate contexts. Word Work: grand Sayings and Phrases: Where There’s a Will, There’s a Way. | Discuss personal responses to watching the Olympics and/or competing in a sport, and connect those to the Olympic Games in the story “The Olympic Games.” With assistance, categorize and organize facts and information on the ancient Greek civilization. |
| Lesson 5: All for Sparta | Prior to listening to “All for Sparta,” identify orally what | Identify new meanings for familiar words, such as camp. | With assistance, categorize and organize facts and information on the ancient Greek civilization. |</p>
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<thead>
<tr>
<th>Text Analysis for Close Reading / Comprehension</th>
<th>Speaking &amp; Listening</th>
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<th>Writing</th>
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</thead>
<tbody>
<tr>
<td><strong>Lesson 6: Athens and the Olive Tree</strong></td>
<td>they know and have learned about city-states and the ancient Greek civilization</td>
<td>identify the correct usages of permanently and temporarily and explain that they are antonyms</td>
<td>information on the ancient Greek civilization</td>
</tr>
<tr>
<td>Locate the city-state Athens on a map of ancient Greece and explain that it is named after the goddess Athena</td>
<td>Prior to listening to “Athens and the Olive Tree,” identify orally what they know and have learned about the gods and goddesses of ancient Greece Prior to listening to “Athens and the Olive Tree,” orally predict how the city-state of Athens got its name and then compare the actual outcome to the prediction</td>
<td>Word Work: <strong>permanently</strong></td>
<td>Discuss personal responses to knowing someone in the military, and connect those to the military in the story “All for Sparta”</td>
</tr>
<tr>
<td>Compare and contrast orally the city-states of Athens and Sparta. Compare and contrast orally the contributions from other civilizations they have previously learned about that are still in our lives today</td>
<td>With assistance, categorize and organize facts and information on the ancient Greek civilization</td>
<td>Word Work: <strong>ideal</strong></td>
<td>With assistance, categorize and organize facts and information on the ancient Greek civilization</td>
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<td>Write a persuasive piece that expresses and supports opinions on how a city-state should best be set up and governed using “Athens: The Birthplace of Democracy” Discuss personal responses to having an idea that was completely different from what everyone else was doing or thinking and connect those to the Greeks in the story “Athens: The Birthplace of Democracy” With assistance, categorize and organize facts and information on the ancient Greek civilization</td>
</tr>
</tbody>
</table>

**Pausing Point**
<p>| Lesson 8: Marathon | Recount the generals' story from “Marathon” using a Somebody Wanted But So Then chart and discuss with one or more peers Draw a picture to represent information and details from “Marathon” Prior to listening to “Marathon,” identify orally what they know and have learned about the contributions the ancient Greeks made to modern-day civilizations | Word Work: tribute | With assistance, categorize and organize facts and information on the ancient Greek civilization |
| Lesson 9: Thermopylae: The Persians Strike Again | Clarify information about “Thermopylae: The Persians Strike Again” by asking questions that begin with where Prior to listening to “Thermopylae: The Persians Strike Again,” identify orally what they know and have learned about the battle on the plains of Marathon Prior to listening to “Thermopylae: The Persians Strike Again,” orally predict whether the outcome at Thermopylae will be the same as or different than the battle at Marathon and then compare the actual outcome to the prediction Identify new meanings for familiar words, such as channel, and apply them accurately Distinguish shades of meaning among closely related verbs, such as prefer and like Word Work: prefer Multiple Meaning Word Activity: channel | | With assistance, categorize and organize facts and information on the ancient Greek civilization |
| Lesson 10: The Great Thinkers of Greece | Describe the life of someone living in the time of ancient Greece using details from “The Great Thinkers of Greece” Clarify information about “The Great Thinkers of Greece” by asking questions that begin with who Prior to listening to “The Great Thinkers of Greece,” identify orally what they know and have learned about the battle at Thermopylae Explain the meaning of the saying “Practice what you preach” and use in appropriate contexts Word Work: marvelous Sayings and Phrases: Practice What You Preach Create an original narrative about someone living in the time of ancient Greece with characters, and a beginning, middle, and an end Participate in a shared writing project for a fictional narrative With assistance, categorize and organize facts and information on the ancient Greek civilization | | |</p>
<table>
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<tr>
<th>Lesson 11: Alexander the Great, Part I</th>
<th>Text Analysis for Close Reading / Comprehension</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
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<tbody>
<tr>
<td>Describe the life of someone living in the time of ancient Greece using details from “Alexander the Great, Part I”</td>
<td>Prior to listening to “Alexander the Great, Part I,” identify orally what they know and have learned about philosophy and Socrates, Plato, and Aristotle</td>
<td>Word Work: tame</td>
<td>Create an original narrative about someone living in the time of ancient Greece with characters and a beginning, middle, and an end</td>
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<td>With guidance and support from adults and peers, focus on writing a fictional narrative and strengthen writing as needed by revising and editing</td>
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<td>Participate in a share writing project for a fictional narrative</td>
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<td>Discuss personal responses to solving a problem by first observing things and then coming up with a clever idea and connect those to Alexander in the story “Alexander the Great, Part I”</td>
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<td>With assistance, categorize and organize facts and information on the ancient Greek civilization</td>
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<thead>
<tr>
<th>Lesson 12: Alexander the Great, Part II</th>
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<tbody>
<tr>
<td>Interpret information from a map of the empire of Alexander the Great using the story “Alexander the Great, Part II”</td>
<td>Prior to listening to “Alexander the Great, Part II,” identify orally what they know and have learned about Alexander the Great’s early life</td>
<td>Determine the meanings of words, such as invader, by using the root word as a clue Word Work: invader</td>
<td>Create an original narrative about someone living in the time of ancient Greece with characters and a beginning, middle, and an end</td>
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</tr>
<tr>
<td>Describe the life of someone living in the time of ancient Greece using details from “Alexander the Great, Part II”</td>
<td>Prior to listening to “Alexander the Great, Part II,” orally predict what Alexander’s greatest adventure will be and then compare the actual outcome to the prediction</td>
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<td>With guidance and support from adults and peers, focus on writing a fictional narrative and strengthen writing as needed by revising and editing</td>
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<td>Participate in a share writing project for a fictional narrative</td>
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<td>Share the edited narrative paragraph about someone living in the time of ancient Greece and discuss with one or more peers</td>
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</table>

**Domain Review**

**Domain Assessment**

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

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

Text Analysis for Close Reading / Comprehension
- Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction read-aloud
- 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
- Use information gained from the illustrations and words in a read-aloud to demonstrate understanding of its characters, setting, or plot

Speaking & Listening
- 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.
- Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age
- Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud
- Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud
- Summarize (orally or in writing) text content and/or oral information presented by others
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

Language & Vocabulary
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)

Writing
- Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud
- Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud
- Summarize (orally or in writing) text content and/or oral information presented by others
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
### Text Analysis for Close Reading / Comprehension

**Lesson 1: The Twelve Gods of Mount Olympus**
- **Orally compare and contrast** Greek gods and humans
- **Interpret information** pertaining to Greece from a world map or globe and connect it to information learned in “The Twelve Gods of Mount Olympus”
- **Identify how Leonidas feels** about going to Olympia to see the races held in honor of Zeus

**Speaking & Listening**
- Add drawings to descriptions of the Greek god Zeus to clarify ideas, thoughts, and feelings

**Language & Vocabulary**
- Word Work: **spectators**

**Writing**
- Share writing with others

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**Lesson 2: Prometheus and Pandora**
- **Recount** information from “Prometheus and Pandora,” a Greek myth, **and determine the central meaning** of the myth
- Describe how Prometheus, Epimetheus, and Pandora respond to challenges in “Prometheus and Pandora”
- **Interpret information** pertaining to Greece from a world map or globe and connect it to information learned in “The Twelve Gods of Mount Olympus”
- **Identify how Pandora feels** when all of the terrible things burst out of the box

**Speaking & Listening**
- Add drawings to descriptions of the myth “Prometheus and Pandora” to clarify ideas, thoughts, and feelings

**Language & Vocabulary**
- Word Work: **amusing**

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**Lesson 3: Demeter and Persephone**
- **Recount information** from “Demeter and Persephone,” a Greek myth, and determine the central message of the myth
- Describe how Persephone, Demeter, Hades, and Zeus respond to challenges in “Demeter and Persephone”
- **Describe the characters and plot** of “Demeter and Persephone,” including how the beginning introduces the story
- **Identify how Demeter feels** when she realizes Persephone is missing

**Speaking & Listening**
- Add drawings to descriptions of the myth “Demeter and Persephone” to clarify ideas, thoughts, and feelings

**Language & Vocabulary**
- Provide synonyms for **retrieve**
- Identify new meanings for the word **pine** and apply them accurately

**Word Work**
- Word Work: **retrieve**
- Multiple Meaning Word Activity: **pine**
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<th>Lesson 4: Arachne the Weaver</th>
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<tr>
<td><strong>Recount information</strong> from “Arachne the Weaver,” a Greek myth, and determine the central message of the myth</td>
<td>Add drawings to descriptions of the myth “Arachne the Weaver” to clarify ideas, thoughts, and feelings</td>
<td>Provide synonyms for flattened</td>
<td>Plan, Draft, and edit a narrative retelling of “Arachne the Weaver,” including a title, setting, characters, and well-eloated events of the of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</td>
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<tr>
<td>Describe how Arachne and Athena respond to challenges in “Arachne the Weaver”</td>
<td>Describe the characters and plot of “Arachne the Weaver,” including how the ending concludes the action</td>
<td>Make a personal connection to Arachne and her feelings when Athena calls her work superior</td>
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<tr>
<td><strong>Lesson 5: Theseus and the Minotaur</strong></td>
<td><strong>Recount information</strong> from “Theseus and the Minotaur,” a Greek myth, and determine the central message of the myth</td>
<td>Ask and answer who questions orally to gather information or deepen understanding of the information contained in “Theseus and the Minotaur”</td>
<td>Provide synonyms for unraveling</td>
<td>With assistance, categorize and organize facts and information from “Theseus and the Minotaur” in a “Which Happened First?” Chart</td>
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<tr>
<td>Describe how Theseus, King Minos, Princess Ariadne, and King Aegeus respond to challenges in “Theseus and the Minotaur”</td>
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<td>Word Work: unraveling</td>
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<tr>
<td><strong>Lesson 6: Daedalus and Icarus</strong></td>
<td><strong>Recount information</strong> from “Daedalus and Icarus,” a Greek myth, and determine the central message of the myth</td>
<td>Ask and answer what questions orally to gather information or deepen understanding of the information contained in “Daedalus and Icarus”</td>
<td>Explain the meaning of “cold feet” and use in appropriate contexts</td>
<td>Make a personal connection to the method of escape devised by Daedalus in “Daedalus and Icarus”</td>
</tr>
<tr>
<td>Describe how Daedalus and Icarus respond to challenges in “Daedalus and Icarus”</td>
<td>Recount a personal experience involving “cold feet” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</td>
<td>Word Work: proof Sayings and Phrases: Cold Feet</td>
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<tr>
<td>Identify how King Minos feels when he discovers Theseus escaped from the Labyrinth</td>
<td>Use adjectives correctly in oral language</td>
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</tbody>
</table>

Pausing Point
| Lesson 7: Hercules | Recount information from “Hercules,” a Greek myth, and determine the central message of the myth | Recount a personal experience involving “back to the drawing board” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences | Explain the meaning of “back to the drawing board” and use in appropriate contexts | Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure | Word Work: aimlessly |
| Lesson 8: Other Adventures of Hercules | Recount information from “Other Adventures of Hercules,” a Greek myth, and determine the central message of the myth | Make predictions orally prior to listening to “Other Adventures of Hercules” and then compare the actual outcomes to predictions | Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure | Word Work: guidance Sayings and Phrases: Back to the Drawing Board |
| Lesson 9: Oedipus and the Riddle of the Sphinx | Recount information from “Oedipus and the Riddle of the Sphinx,” a Greek myth, and determine the central message of the myth | Ask and answer what questions orally to gather information or deepen understanding of the information contained in “Oedipus and the Riddle of the Sphinx” | Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure | Word Work: insisted |

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<td><strong>Lesson 10: Atalanta and the Golden Apples</strong></td>
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<tr>
<td>Recount information from “Atalanta and the Golden Apples,” a Greek myth, and determine the central message of the myth</td>
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<tr>
<td>Describe how Atalanta and Hippomenes respond to challenges in “Atalanta and the Golden Apples”</td>
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<td>Describe the characters and plot of “Atalanta and the Golden Apples,” including how the ending concludes the story</td>
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<td>Create audio recordings of student-written Greek myths</td>
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<td>Orally change the ending to the story of “Atalanta and the Golden Apples”</td>
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<td>Provide antonyms for resist</td>
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<td>Identify new meanings for the word palm and apply them accurately</td>
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<td>Word Work: resist</td>
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<tr>
<td>Multiple Meaning Word: palm</td>
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<td>Plan, draft, and edit a narrative Greek myth, including a title, setting, characters, and well-elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure</td>
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<tr>
<td>With guidance and support from adults, explore a variety of digital tools to produce and publish a Greek myth</td>
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<td>Share writing with others</td>
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**Domain Review**

**Domain Assessment**

**Culminating Activities**
The War of 1812

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

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<tr>
<td>These objectives are consistently addressed throughout the domain</td>
<td>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.</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</td>
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</tbody>
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<tr>
<th>Lesson 1: America in 1812, Part I</th>
<th>Describe the connection between a series of historical events such as the Revolutionary War and the War of 1812</th>
<th>Ask questions to clarify directions for the Portrait of America in 1812 activity</th>
<th>Word Work: represent</th>
<th>Share writing with others</th>
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<tr>
<td>Lesson 2: America in 1812, Part II</td>
<td>Identify the main topic of the read-aloud “America in 1812, Part II” by creating a portrait of James Madison and writing a brief summary</td>
<td>Draw pictures to represent details or information from “America in 1812, Part II”</td>
<td>Word Work: patience</td>
<td>Plan, write, and present a persuasive speech either for or against the War of 1812</td>
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<tr>
<td></td>
<td>Describe the connection between a series of historical events such as the Napoleonic Wars and the War of 1812</td>
<td>Make an audio or video recording to represent details or information from “America in 1812, Part II”</td>
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<td>Write simple sentences to represent details or information from “America in 1812, Part II”</td>
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<td></td>
<td>Prior to listening to “America in 1812, Part II,” identify what they know and have learned about George Washington</td>
<td>Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation</td>
<td>Make a connection between having friends who are in an argument and when Britain and France were at war</td>
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<td>Share writing with others</td>
</tr>
<tr>
<td>Lesson 3: Mr. and Mrs. Madison</td>
<td>Interpret information presented, and then ask a question beginning with the word what to clarify information in “Mr. and Mrs. Madison”</td>
<td>Use word parts to determine meaning of unknown words such as beauty and beautiful</td>
<td>Use word parts to determine meaning of multiple-meaning words and phrases, such as branches</td>
<td>Use word parts to determine meaning of multiple-meaning words and phrases, such as branches</td>
</tr>
<tr>
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<td></td>
<td>Prior to listening to “Mr. and Mrs. Madison,” identify what they know and have learned about the Constitution</td>
<td>Word Work: magnificent</td>
<td>Word Work: magnificent</td>
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<td></td>
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<td></td>
<td>Multiple Meaning Word Activity: branches</td>
<td>Multiple Meaning Word Activity: branches</td>
</tr>
<tr>
<td>Lesson 4: Another War Already?</td>
<td>Describe how words and phrases supply rhythm and meaning in the poem “Old Ironsides”</td>
<td>Draw pictures to represent details or information from “Another War Already?”</td>
<td>Word Work: economy</td>
<td>Write simple sentences to represent details or information from “Another War Already?”</td>
</tr>
<tr>
<td></td>
<td>Identify the main topic of the read-aloud “Another War Already?” by creating a portrait of the USS Constitution and writing a brief summary</td>
<td>Prior to listening to “Another War Already?,” identify what they know and have learned about James and Dolley Madison</td>
<td></td>
<td>Share writing with others</td>
</tr>
</tbody>
</table>

Pausing Point
<table>
<thead>
<tr>
<th>Lesson 5: The Attack on Washington, D.C.</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identify the main topic</strong> of the read-aloud “The Attack on Washington, D.C.” by creating a portrait of Dolley Madison and writing a brief summary</td>
<td>Interpret information presented, and then ask a question beginning with the word where to clarify information in “The Attack on Washington, D.C.”</td>
<td><strong>Word Work:</strong> <em>quench</em></td>
<td>Write simple sentences to represent details or information from “The Attack on Washington, D.C.”</td>
</tr>
<tr>
<td><strong>Describe the connection between a series of historical events</strong> such as the attack on Washington, D.C., and the War of 1812</td>
<td>Draw pictures to represent details or information from “The Attack on Washington, D.C.”</td>
<td></td>
<td>Share writing with others</td>
</tr>
<tr>
<td><strong>Prior to listening to “The Attack on Washington, D.C.” identify what they know and have learned about the War of 1812</strong></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lesson 6: Broad Stripes and Bright Stars</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe how words and phrases supply rhythm and meaning</strong> in the song “The Star-Spangled Banner”</td>
<td>Interpret information presented, and then ask a question beginning with the word what to clarify information in “Broad Stripes and Bright Stars”</td>
<td>Determine the meaning of multiple-meaning words and phrases, such as <em>scrambled</em></td>
<td>Make a connection to the national anthem and the story of “Broad Stripes and Bright Stars”</td>
</tr>
<tr>
<td><strong>Identify the main topic</strong> of “Broad Stripes and Bright Stars” by creating a portrait of Francis Scott Key and writing a brief summary</td>
<td>Draw pictures to represent details or information from “Broad Stripes and Bright Stars”</td>
<td><strong>Word Work:</strong> <em>inspired</em></td>
<td>Make a personal connection to singing the national anthem</td>
</tr>
<tr>
<td><strong>Describe the connection between a series of historical events</strong> such as the Battle of Fort McHenry and “The Star-Spangled Banner”</td>
<td><strong>Prior to listening to “Broad Stripes and Bright Stars,” identify what they know and have learned about the attack on Washington, D.C.</strong></td>
<td>Multiple Meaning Word Activity: <em>scrambled</em></td>
<td></td>
</tr>
<tr>
<td><strong>Compare and contrast similarities and differences between the song “The Star-Spangled Banner” and the story of “Broad Stripes and Bright Stars”</strong></td>
<td>Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation</td>
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</tbody>
</table>
### Lesson 7: The Battle After the War

**Text Analysis for Close Reading / Comprehension**
- Describe how words and phrases supply rhythm and meaning in the song “The Battle of New Orleans”
- Identify the main topic of “The Battle After the War” by creating a portrait of Andrew Jackson and writing a brief summary
- Describe the connection between a series of historical events such as the Battle of New Orleans and the War of 1812

**Speaking & Listening**
- Interpret information presented, and then ask a question beginning with the word who to clarify information in “The Battle After the War”
- Recount a personal experience with appropriate facts and relevant, descriptive details about an example of “where there’s a will there’s a way”
- Draw pictures to represent details or information from “The Battle After the War”
- Prior to listening to “The Battle After the War,” identify what they know and have learned about the Battle of Fort McHenry
- Prior to listening to “The Battle After the War,” predict why the read-aloud is called “The Battle After the War”
- Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation

**Language & Vocabulary**
- Learn common sayings and phrases such as “where there’s a will there’s a way”
  - Word Work: **astonished**
- Sayings and Phrases: **Where There’s a Will There’s a Way**

**Writing**
- Write simple sentences to represent details or information from “The Battle After the War”
- Share writing with others

### Lesson 8: Peace and Pirates

**Text Analysis for Close Reading / Comprehension**
- Identify the main topic of “Peace and Pirates” by creating a portrait of Jean Lafitte and writing a brief summary
- Describe the connection between a series of historical events such as the Battle of New Orleans and the War of 1812
- Compare and contrast similarities and differences between the pirates and privateers during the War of 1812

**Speaking & Listening**
- Ask questions to clarify directions for Researching the War of 1812
- Draw pictures to represent details or information from “Peace and Pirates”
- Prior to listening to “Peace and Pirates,” identify what they know and have learned about Andrew Jackson and the Battle of New Orleans

**Language & Vocabulary**
- Provide antonyms of core vocabulary words, such as **dejected** and **jubilant**
- Distinguish shades of meaning among closely related adjectives
  - Word Work: **dejected** and **jubilant**

**Writing**
- Write simple sentences to represent details or information from “Peace and Pirates”
- Participate in a shared research project about the War of 1812
- With assistance, categorize and organize information within a domain to answer questions
- Generate questions and seek information from multiple sources to answer questions about the War of 1812
- Share writing with others
<table>
<thead>
<tr>
<th>Text Analysis for Close Reading / Comprehension</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domain Assessment</td>
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<tr>
<td>Culminating Activities</td>
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</table>
Cycles in Nature
9 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (13 Days)

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

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<thead>
<tr>
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<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
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<tbody>
<tr>
<td>These objectives are consistently addressed throughout the domain</td>
<td>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. Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</td>
<td>These objectives are consistently addressed throughout the domain</td>
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</table>
### Text Analysis for Close Reading / Comprehension

<table>
<thead>
<tr>
<th>Lesson 1: The Cycle of Daytime and Nighttime</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
<th>Writing</th>
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</thead>
</table>
| Identify the main topic of “The Cycle of Daytime and Nighttime” | Prior to listening to “The Cycle of Daytime and Nighttime,” identify orally what they know about the differences between daytime and nighttime | Identify new meanings for the word _stage_ and apply them accurately | Word Work: **thrive**
| Describe the connection between the earth’s rotation and daytime and nighttime | | | Multiple Meaning Word Activity: **stage**
| Interpret information from a diagram of the earth’s rotation using the read-aloud “The Cycle of Daytime and Nighttime” | | Word Work: **tilt** |
| Identify and express whether they are able to feel the rotation of Earth | | | |

<table>
<thead>
<tr>
<th>Lesson 2: The Reasons for Seasons</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
<th>Writing</th>
</tr>
</thead>
</table>
| Identify the main topic of “The Reasons for Seasons” | Prior to listening to “The Reasons for Seasons,” identify orally what they know and have learned about the rotation of the earth | | Word Work: **tilt**
| Describe the connection between the tilt of the earth as it orbits the sun and the seasons | | | |
| With assistance, create and interpret a chart on characteristics of seasons, and connect it to information learned in “The Reasons for Seasons” | | | |
| Discuss personal responses to seasonal activities they participate in, and connect those to the seasons | | | |
### Lesson 3: Four Seasons in One Year

**Identify the main topic** in “Four Seasons in One Year”

**Describe the connection** between the tilt of the earth as it orbits the sun and the seasons

**Compare and contrast** the amount of sunlight the Northern Hemisphere receives during the summer with the amount of sunlight the Northern Hemisphere receives during the winter and the effects of both on plant and animal life

**Discuss personal connections** to the length of shadows at different times of the day and the rotation of the earth

**Ask and answer why questions orally to gather information or deepen understanding of the information contained in “Four Seasons in One Year”**

**Language & Vocabulary**

Identify new meanings for the word buds, and apply them accurately

Use knowledge of the meaning of individual words to predict the meanings of compound words

Word Work: **adapt**

Multiple Meaning Word Activity: **buds**

### Pausing Point

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### Lesson 4: The Life Cycle of a Plant

**Identify the main topic** of “The Life Cycle of a Plant”

**Compare and contrast** the amount of sunlight and temperatures during summer and winter and the effects of both on plant and animal life

**Sequence four to six pictures** illustrating the life cycle of a sunflower

**Ask and answer what questions orally to gather information or deepen understanding of the information contained in “The Life Cycle of a Plant”**

**Language & Vocabulary**

Identify new meanings for the word bats, and apply them accurately

Word Work: **protective**

### Lesson 5: The Life Cycle of a Tree

**Identify the main topic** of “The Life Cycle of a Tree”

**Compare and contrast** the life cycle of a sunflower and the life cycle of a tree

**Prior to listening to “The Life Cycle of a Tree,” identify orally what they know and have learned about the life cycle of a plant**

**Language & Vocabulary**

Word Work: **germination**

With assistance, categorize and organize facts and information in order to complete a Venn diagram comparing and contrasting the life cycles of sunflowers and trees
<table>
<thead>
<tr>
<th>Lesson 6: Which Came First, The Chicken or the Egg?</th>
<th>Identify the main topic of “Which Came First, the Chicken or the Egg?”</th>
<th>Summarize in writing the content of “Which Came First, the Chicken or the Egg?”</th>
<th>Word Work: replenished</th>
<th>With guidance and support from adults and peers, focus on information presented in “Which Came First, the Chicken or the Egg?” and strengthen writing as needed by revising and editing</th>
<th>Share writing with others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 7: The Life Cycle of a Frog</td>
<td>Identify the main topic of “The Life Cycle of a Frog”</td>
<td>Ask and answer what questions orally to gather information or deepen understanding of the information contained in “The Life Cycle of a Frog”</td>
<td>Word Work: burrow</td>
<td>Write an informational paragraph explaining the stages of the life cycle of a frog</td>
<td>With guidance and support from adults and peers, focus on information presented in “The Life Cycle of a Frog” and strengthen writing as needed by revising and editing</td>
</tr>
<tr>
<td>Lesson 8: The Life Cycle of a Butterfly</td>
<td>Identify the main topic of “The Life Cycle of a Butterfly”</td>
<td>Compare and contrast the life cycle of a chicken to the life cycle of a frog</td>
<td>Word Work: transparent</td>
<td>Identify new meanings for the word round and apply them accurately</td>
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</tr>
<tr>
<td>Lesson 9: The Water Cycle</td>
<td>Text Analysis for Close Reading / Comprehension</td>
<td>Speaking &amp; Listening</td>
<td>Language &amp; Vocabulary</td>
<td>Writing</td>
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<tr>
<td>Identify the main topic of the “The Water Cycle”</td>
<td>Summarize in writing observations of the indoor water cycle</td>
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<td>Word Work: participation</td>
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<td>Add drawings to a summary of observations of the indoor water cycle</td>
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<td>Prior to listening to “The Water Cycle,” orally identify information they know and have learned about the life cycles of plants, trees, chickens, frogs, and butterflies</td>
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Domain Review

Domain Assessment

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

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

<table>
<thead>
<tr>
<th>Text Analysis for Close Reading / Comprehension</th>
<th>Speaking &amp; Listening</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</td>
<td>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.</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</td>
</tr>
<tr>
<td>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</td>
<td>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</td>
</tr>
<tr>
<td>Identify the main topic of a multi-paragraph nonfiction/informational read-aloud as well as the focus of specific paragraphs within the text</td>
<td>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud</td>
<td>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</td>
<td>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</td>
</tr>
<tr>
<td>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</td>
<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</td>
<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</td>
<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</td>
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</tbody>
</table>

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

**Lesson 4: The Story of Sequoyah**
- **Identify the main topic** of “The Story of Sequoyah” by creating a quilt square.
- **Describe the connection** between a series of historical events such as the Cherokee writing and westward expansion.
- With assistance, **create and interpret a timeline** related to Cherokee writing and westward expansion.

**Lesson 5: The Trail of Tears**
- **Identify the main topic** of “The Trail of Tears” by creating a quilt square.
- **Describe the connection** between a series of historical events such as the Trail of Tears and westward expansion.
- With assistance, **create and interpret a timeline** related to the Trail of Tears and westward expansion.
- **Compare and contrast** similarities and differences between John Ross and Sequoyah, two leaders of the Cherokee.

### Speaking & Listening

**Lesson 4: The Story of Sequoyah**
- Interpret information presented, and then ask a question beginning with the word who to clarify information in “The Story of Sequoyah”.
- Recount a personal experience with appropriate facts and relevant, descriptive details about a time when they had to “go back to the drawing board”.
- Draw pictures to represent details or information from “The Story of Sequoyah”.
- Prior to listening to “The Story of Sequoyah,” identify what they know and have learned about Native American tribes.

**Lesson 5: The Trail of Tears**
- Draw pictures to represent details or information from “The Trail of Tears”.
- Prior to listening to “The Trail of Tears,” identify what they know and have learned about Sequoyah and the Cherokee.

### Language & Vocabulary

**Lesson 4: The Story of Sequoyah**
- Learn common sayings and phrases such as “back to the drawing board”.
- Word Work: create sayings and phrases: Back to the Drawing Board

**Lesson 5: The Trail of Tears**
- Word Work: encountered

### Writing

**Lesson 4: The Story of Sequoyah**
- Write simple sentences to represent details or information from “The Story of Sequoyah”.
- Share writing with others.

**Lesson 5: The Trail of Tears**
- Write simple sentences to represent details or information from “The Trail of Tears”.
- Share writing with others.

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**Pausing Point**
<table>
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<tr>
<td><strong>Lesson 6: Westward on the Oregon Trail</strong></td>
<td>Identify the main topic of “Westward on the Oregon Trail”</td>
<td>Interpret information presented, and then ask questions to clarify information in “Westward on the Oregon Trail”</td>
<td>Word Work: <strong>territory</strong></td>
</tr>
<tr>
<td>Describe the connection between a series of historical events such as the Oregon Trail and westward expansion</td>
<td>Prior to listening to “Westward on the Oregon Trail,” identify what they know and have learned about settlers moving westward and the forced relocation of the Cherokee</td>
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<tr>
<td>With assistance, create and interpret a timeline related to the Oregon Trail and westward expansion</td>
<td>Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation</td>
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<tr>
<td><strong>Lesson 7: The Pony Express</strong></td>
<td>Identify the main topic of “The Pony Express” by creating a quilt square</td>
<td>Draw pictures to represent details or information from “The Pony Express”</td>
<td>Word Work: <strong>endurance</strong></td>
</tr>
<tr>
<td>Describe the connection between a series of historical events such as the Pony Express and westward expansion</td>
<td>Prior to listening to “The Pony Express,” identify what they know and have learned about transportation and people moving westward</td>
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<tr>
<td>With assistance, create and interpret a timeline related to the Pony Express and westward expansion</td>
<td>Rehearse and perform poems, stories, and plays for an audience using eye contact, appropriate volume, and clear enunciation</td>
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<td>Write simple sentences to represent details or information from “The Pony Express”</td>
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<td>Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds</td>
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<td>Share writing with others</td>
</tr>
<tr>
<td>Lesson 8: Working on the Transcontinental Railroad</td>
<td>Text Analysis for Close Reading / Comprehension</td>
<td>Speaking &amp; Listening</td>
<td>Language &amp; Vocabulary</td>
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<tr>
<td>Describe how words and phrases supply rhythm and meaning in the song “I've Been Working on the Railroad”</td>
<td>Draw pictures to represent details or information from “Working on the Transcontinental Railroad”</td>
<td>Use word parts to determine meanings</td>
<td>Write simple sentences to represent details or information from “Working on the Transcontinental Railroad”</td>
</tr>
<tr>
<td>Identify the main topic of “Working on the Transcontinental Railroad” by creating a quilt square</td>
<td>Prior to listening to “Working on the Transcontinental Railroad,” identify what they know and have learned about transportation and people moving westward</td>
<td>Provide antonyms of core vocabulary words, such as convenient and inconvenient</td>
<td>With assistance, categorize and organize information within a domain to answer questions</td>
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<tr>
<td>Describe the connection between a series of historical events such as the transcontinental railroad and westward expansion</td>
<td>With assistance, create and interpret a timeline related to the transcontinental railroad and westward expansion</td>
<td>Word Work: convenient</td>
<td>Share writing with others</td>
</tr>
<tr>
<td>Identify the main topic of “Working on the Transcontinental Railroad” by creating a quilt square</td>
<td>Compare and contrast similarities and differences between the steamboat and the locomotive</td>
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<thead>
<tr>
<th>Lesson 9: The Buffalo Hunters</th>
<th>Identify the main topic of “The Buffalo Hunters” by creating a quilt square</th>
<th>Interpret information presented, and then ask a question beginning with the word who to clarify information in “The Buffalo Hunter”</th>
<th>Write simple sentences to represent details or information from “The Buffalo Hunters”</th>
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<tbody>
<tr>
<td></td>
<td>Draw pictures to represent details or information from “The Buffalo Hunters”</td>
<td>Draw pictures to represent details or information from “The Buffalo Hunters”</td>
<td>Make personal connections (orally or in writing) to events or experiences in a read-aloud and/or make connections among several read-alouds</td>
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<td>Prior to listening to “The Buffalo Hunters,” identify what they know and have learned about buffalo and the Lakota Sioux</td>
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<td>Share writing with others</td>
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</tbody>
</table>

**Domain Review**

**Domain Assessment**

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

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

<table>
<thead>
<tr>
<th>Text Analysis for Close Reading / Comprehension</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
<th>Writing</th>
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</thead>
<tbody>
<tr>
<td>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</td>
<td>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.</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</td>
<td>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</td>
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<tr>
<td>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</td>
<td>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</td>
<td>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud</td>
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<tr>
<td>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</td>
<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</td>
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<tr>
<td>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy)</td>
<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</td>
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<tr>
<td><strong>Lesson 1: Insects Everywhere!</strong></td>
<td>Ask questions to clarify directions for a research and writing activity involving insects</td>
<td>Explain the meaning of “eaten out of house and home” and use in appropriate contexts</td>
<td>With assistance, categorize and organize facts and information from “Insects Everywhere!” to determine in which habitats insects can be found</td>
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<td>Add drawings to descriptions of insects to clarify ideas, thoughts, and feelings</td>
<td>Word Work: habitats</td>
<td>Generate questions and gather information from multiple sources to answer questions about insects</td>
</tr>
<tr>
<td><strong>Lesson 2: What Makes an Insect and Insect?</strong></td>
<td>Recount a personal experience with insects with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</td>
<td>Use the antonyms <strong>microscopic</strong> and <strong>gigantic</strong> appropriately in oral language</td>
<td>Make a personal connection in writing to experiences with insects</td>
</tr>
<tr>
<td><strong>Identify the main purpose of</strong></td>
<td>Add drawings to descriptions of insects to clarify ideas, thoughts, and feelings</td>
<td>Word Work: <strong>microscopic</strong></td>
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<tr>
<td><strong>“What Makes an Insect an Insect?” including</strong></td>
<td>Prior to listening to “What Makes an Insect an Insect?” identify orally what they know and have learned about insects and their habitats</td>
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<td>what the author wants to explain</td>
<td>Prior to listening to “What Makes an Insect and Insect?” orally</td>
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<td><strong>Orally compare and contrast</strong></td>
<td>predict the characteristics of an insect, and then compare the actual outcomes to predictions</td>
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<td>Text Analysis for Close Reading / Comprehension</td>
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<tr>
<td><strong>Lesson 3: Life Cycles of Insects</strong></td>
<td>Add drawings to descriptions of insect metamorphosis to clarify ideas, thoughts, and feelings Prior to listening to “Life Cycles of Insects,” identify orally what they know and have learned insects</td>
<td>Word Work: <strong>progression</strong></td>
<td>Plan, draft, and edit an informative text that presents information from “Life Cycles of Insects,” including an introduction to a topic, relevant facts, and a conclusion</td>
</tr>
<tr>
<td><strong>Lesson 4: Social Insects: Bees and Wasps</strong></td>
<td>Add drawings to descriptions of bees and wasps to clarify ideas, thoughts, and feelings Prior to listening to “Social Insects: Bees and Wasps,” identify orally what they know and have learned about social and solitary insects</td>
<td>Identify new meanings for the word <strong>comb</strong> and apply them accurately Word Work: <strong>cooperate</strong> Multiple Meaning Word Activity: <strong>comb</strong></td>
<td>Plan, draft, and edit an informative text that presents information from “Social Insects: Bees and Wasps,” including an introduction to a topic, relevant facts, and a conclusion</td>
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<td><strong>Pausing Point</strong></td>
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<tr>
<td>Lesson 5: Social Insects: Ants and Termites</td>
<td>Describe the reasons or facts the author of &quot;Social Insects: Ants and Termites&quot; gives to support the statement that ants are social insects</td>
<td>Add drawings to descriptions of ants and termites to clarify ideas, thoughts, and feelings Prior to listening to &quot;Social Insects: Ants and Termites,&quot; identify orally what they know and have learned about insects</td>
<td>Use the antonyms destructive and constructive appropriately in oral language Word Work: microscopic</td>
</tr>
<tr>
<td>Lesson 6: Insects that Glow and Sing</td>
<td>Add drawings to descriptions of fireflies, grasshoppers, and crickets to clarify ideas, thoughts, and feelings Prior to listening to “Insects That Glow and Sing,” identify orally what they know and have learned about insects</td>
<td>Use the antonyms transparent and opaque appropriately in oral language Use adverbs correctly in oral language Word Work: transparent</td>
<td>Plan, draft, and edit an informative text that presents information about insects, including an introduction to a topic, relevant facts, and a conclusion Participate in a shared research project on insects With assistance, categorize and organize facts and information from “Insects That Glow and Sing” Generate questions and gather information from multiple sources to answer questions about insects</td>
</tr>
</tbody>
</table>
## Text Analysis for Close Reading / Comprehension

### Lesson 7: Armored Tanks of the Insect World
- **Describe the reasons or facts** the author of “Armored Tanks of the Insect World” gives to explain why beetles are the largest group of insects on Earth
- **Speaking & Listening**
  - Add drawings to descriptions of insects that use mimicry to protect themselves to clarify ideas, thoughts, and feelings
  - Prior to listening to “Armored Tanks of the Insect World,” identify orally what they know and have learned about insects
- **Language & Vocabulary**
  - Word Work: **mimicry**
- **Writing**
  - Plan, draft, and edit an informative text that presents information about insects, including an introduction to a topic, relevant facts, and a conclusion
  - Participate in a shared research project on insects
  - With assistance, categorize and organize facts and information from “Armored Tanks of the Insect World” about beetles
  - Generate questions and gather information from multiple sources to answer questions about beetles

### Lesson 8: Friend or Foe?
- **Identify the main topic** of “Friend or Foe?”
  - Describe the connections between actions taken by humans and the extinction of some insects
- **Speaking & Listening**
  - Use the antonyms **foe** and **friend** appropriately in oral language
  - Identify new meanings for the word **bug** and apply them accurately
  - Word Work: **foe**
  - Multiple Meaning Word Activity: **bug**
- **Writing**
  - Plan, draft, and edit an informative text that presents information about insects, including an introduction to a topic, relevant facts, and a conclusion
  - With guidance and support from adults and peers, focus on the topic of insects and strengthen writing as needed by revising and editing

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**Domain Review**

**Domain Assessment**

**Culminating Activities**
The U.S. Civil War
11 Lessons, 1 Pausing Point, Domain Review, Domain Assessment, and Culminating Activities (15 Days)

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

Text Analysis for Close Reading / Comprehension

- Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud
- 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
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud
- Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions
- Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4

Speaking & Listening

- 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.)
- Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age
- Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud
- Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud

Language & Vocabulary

- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)
- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)

Writing

- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
<table>
<thead>
<tr>
<th>Lesson 1: Harriet Tubman, Part I</th>
<th>Text Analysis for Close Reading / Comprehension</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
<th>Writing</th>
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<tbody>
<tr>
<td><strong>Interpret information</strong> from the Slavery Freedom T-chart from “Harriet Tubman, Part I” to explain what slavery was like</td>
<td>Identify and express physical sensations, mental states, and emotions of themselves and those of enslaved people in “Harriet Tubman, Part I”</td>
<td>Word Work: value</td>
<td>Write simple sentences to represent details or information from “Harriet Tubman, Part I”</td>
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<tr>
<td><strong>Compare and contrast</strong> similarities and differences between slavery and freedom</td>
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<td>Make personal connections between their nickname and Harriet Tubman’s nickname, Minty, in “Harriet Tubman, Part I”</td>
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<td>With assistance, categorize and organize facts and information within The U.S. Civil War to answer questions about what slavery was like in order to write a Civil War journal entry</td>
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<td>Share writing with others</td>
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<tr>
<th>Lesson 2: Harriet Tubman, Part II</th>
<th>Text Analysis for Close Reading / Comprehension</th>
<th>Speaking &amp; Listening</th>
<th>Language &amp; Vocabulary</th>
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<tbody>
<tr>
<td><strong>Determine the meaning</strong> of the poem “Harriet Tubman”</td>
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<tr>
<td><strong>Determine the meaning</strong> of the song “Follow the Drinking Gourd”</td>
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<tr>
<td><strong>Use information gained from an illustration</strong> in “Harriet Tubman, Part II” to demonstrate understanding of the characters, setting, or plot</td>
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<tr>
<td><strong>Interpret information</strong> from the Slavery and Freedom T-Chart from the read-aloud “Harriet Tubman, Part I” to discuss what a “journey to freedom” along the Underground Railroad meant to the runaway slaves</td>
<td>Prior to listening to “Harriet Tubman, Part II,” predict orally whether Harriet Tubman fights for and wins her freedom, and then compare the actual outcome to the prediction</td>
<td>Determine the meaning of multiple-meaning words and phrases, such as <em>flies</em></td>
<td>Make personal connections orally about the pros and cons of being rebellious</td>
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<tr>
<td><strong>Identify and express physical sensations, mental states, and emotions</strong> of themselves, Harriet Tubman, and the enslaved Africans in the read-aloud “Harriet Tubman, Part I”</td>
<td></td>
<td>Word Work: value</td>
<td>Multiple Meaning Word Activity: <em>flies</em></td>
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<td>Share writing with others</td>
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<tr>
<td>Lesson 3: The Controversy over Slavery</td>
<td>Interpret information from the North and the South T-Chart to explain the differences between the North and the South as described in the read-aloud “The Controversy Over Slavery”</td>
<td>Interpret information presented, and then ask a question beginning with the word what to clarify information in “The Controversy Over Slavery”</td>
<td>Word Work: economy</td>
<td>Write simple sentences to represent details or information from “The Controversy Over Slavery” With assistance, categorize and organize facts and information about the North and the South to answer questions Share writing with others</td>
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<tr>
<td>Lesson 4: Abraham Lincoln</td>
<td>Determine the central message in the poem “Lincoln” Describe the connection between a series of historical events in Abraham Lincoln’s life, the effect of these events on his views of slavery, and how his views changed the views of others in the read-aloud “Abraham Lincoln”</td>
<td>Summarize orally text from the read-aloud “Abraham Lincoln” using the Flip Book images from the read-aloud Interpret information presented, and then ask a question beginning with the word who to clarify information in “Abraham Lincoln”</td>
<td>Provide antonyms of core vocabulary words, such as expand Word Work: expand</td>
<td>Write simple sentences to represent details or information from “Abraham Lincoln” Share writing with others</td>
</tr>
<tr>
<td>Lesson 5: The Division of the United States</td>
<td>Interpret information from a map and map key to understand which states belonged to the Union and which belonged to the Confederacy Interpret information from a timeline to sequence some of the important events surrounding the U.S. Civil War</td>
<td>Ask questions to clarify directions for the Map of the Union and Confederacy activity Prior to listening to “The Division of the United States,” orally predict whether the country is pulled apart by differing views on slavery, and then compare the actual outcome to the prediction Prior to listening to “The Division of the United States,” orally identify what they know and have learned about Abraham Lincoln, the North and the South, and differing views regarding slavery</td>
<td>Word Work: Confederacy and Union</td>
<td>Write simple sentences to represent details or information from “The Division of the United States” With assistance, categorize and organize facts and information to write about the differences between the Union and the Confederacy as part of the Civil War Journal activity Share writing with others</td>
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Pausing Point
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<tr>
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<td><strong>Lesson 6: The War Begins</strong></td>
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<tr>
<td>Interpret information presented, and then ask a question beginning with the word where to clarify information in “The War Begins” Recount a personal experience involving the saying “easier said than done” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</td>
<td>Determine the meanings of words, such as civilians, by using the root word as a clue Learn common sayings and phrases, such as “easier said than done” Word Work: civilians Sayings and Phrases: Easier Said Than Done</td>
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<tr>
<td><strong>Lesson 7: Robert E. Lee</strong></td>
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<tr>
<td>Interpret information from the “Somebody Wanted But So Then” chart to describe Robert E. Lee and his role in the U.S. Civil War Identify and express physical sensations, mental states, and emotions of themselves, Robert E. Lee and the men who served under him in the Confederacy, and others affected by the U.S. Civil War</td>
<td>Prior to listening to “Robert E. Lee,” identify orally what they know and have learned about the first battle of the U.S. Civil War Word Work: advisors</td>
<td>Write simple sentences to represent details or information from “Robert E. Lee” Share writing with others</td>
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<td><strong>Lesson 8: Clara Barton</strong></td>
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<tr>
<td>Interpret information from the Timeline to understand when the American Red Cross was established relative to the U.S. Civil War Identify and express physical sensations, mental states, and emotions of themselves, Clara Barton, and the wounded she treated</td>
<td>Interpret information presented, and then ask a question beginning with the word who to clarify information in “Clara Barton” Prior to listening to “Clara Barton,” orally predict how the “Angel of the Battlefield” was helpful during the U.S. Civil War, and then compare the actual outcome to the prediction Prior to listening to “Clara Barton,” orally identify what they know and have learned about General Robert E. Lee</td>
<td>Word Work: wounded</td>
<td>Write simple sentences to represent details or information from “Clara Barton” Share writing with others</td>
</tr>
<tr>
<td><strong>Lesson 9:</strong> The Emancipation Proclamation</td>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Language &amp; Vocabulary</strong></td>
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<td><strong>Text Analysis for Close Reading / Comprehension</strong></td>
<td>Prior to listening to “The Emancipation Proclamation,” identify orally what they know and have learned about Clara Barton and Abraham Lincoln</td>
<td>Word Work: abolished</td>
<td>Write simple sentences to represent details or information from “The Emancipation Proclamation”</td>
</tr>
<tr>
<td><strong>Interpret information</strong> from the Timeline to understand when the Emancipation Proclamation was written relative to when the American Red Cross was established</td>
<td>Identify and express physical sensations, mental states, and emotions of themselves, Harriet Tubman, and a Union soldier</td>
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<td>Share writing with others</td>
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<tr>
<td><strong>Lesson 10:</strong> Ulysses S. Grant</td>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Language &amp; Vocabulary</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Interpret information</strong> from the Venn diagram used to compare and contrast Ulysses S. Grant and Robert E. Lee to clarify information from the read-aloud “Ulysses S. Grant”</td>
<td>Prior to listening to “Ulysses S. Grant,” orally identify what they know and have learned about Robert E. Lee</td>
<td>Provide antonyms of core vocabulary words, such as defeat</td>
<td>Write simple sentences to represent details or information from “Ulysses S. Grant”</td>
</tr>
<tr>
<td><strong>Compare and contrast similarities and differences between Ulysses S. Grant and Robert E. Lee</strong></td>
<td>Interpret information presented, and then ask a question beginning with the word who to clarify information in “Ulysses S. Grant”</td>
<td>Determine the meaning of multiple-meaning words and phrases, such as post</td>
<td>Share writing with others</td>
</tr>
<tr>
<td><strong>Lesson 11:</strong> The End of the War</td>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Language &amp; Vocabulary</strong></td>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td><strong>Interpret information</strong> using a Brainstorming Links graphic organizer to remember facts about the U.S. Civil War prior to the read-aloud “The End of the War”</td>
<td>Prior to listening to “The End of the War,” orally predict how the U.S. Civil War ends, and what happens afterward, and then compare the actual outcome to the prediction</td>
<td>Provide antonyms of core vocabulary words, such as united</td>
<td>Write simple sentences to represent details or information from “The End of the War”</td>
</tr>
<tr>
<td><strong>Interpret information</strong> from a map and map key to understand which states saw the most U.S. Civil War battles, and where the U.S. Civil War ended with Lee’s surrender</td>
<td>Prior to listening to “The End of the War,” orally identify what they know and have learned about the U.S. Civil War</td>
<td>Word Work: united</td>
<td>Share writing with others</td>
</tr>
<tr>
<td><strong>Interpret information</strong> from the Timeline to understand when the U.S. Civil War ended relative to the Emancipation Proclamation and the establishment of the American Red Cross</td>
<td>Identify and express physical sensations, mental states, and emotions of freed slaves and Abraham Lincoln at the end of the U.S. Civil War</td>
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<td>Domain Review</td>
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<tr>
<td>Domain Assessment</td>
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<tr>
<td>Culminating Activities</td>
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The Human Body

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

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

<table>
<thead>
<tr>
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<tr>
<td>Ask and answer questions (e.g., who, what, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</td>
<td>Use agreed-upon rules for group discussions (e.g., look at and listen to the speaker, raise hand to speak, take turns, say &quot;excuse me&quot; or &quot;please,&quot; etc.) Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy) Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</td>
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<td>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 Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions</td>
<td>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</td>
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<tr>
<td>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4</td>
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</table>

These objectives are consistently addressed throughout the domain.
<table>
<thead>
<tr>
<th>Lesson 1: The Amazing Human Body</th>
<th>Describe the connection between parts of the body and the five senses, as well as the parts of the body and the five major bodily systems in “The Amazing Human Body”</th>
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<tbody>
<tr>
<td></td>
<td>Interpret information from a chart of the human body to identify various body parts and organs in “The Amazing Human Body”</td>
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<td></td>
<td>Compare and contrast the human body with a machine in “The Amazing Human Body”</td>
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<td></td>
<td>Recount a personal experience involving the saying “keep your fingers crossed” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</td>
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<tr>
<td></td>
<td>Explain the meaning of the saying “keep your fingers crossed” and use in appropriate contexts</td>
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<tr>
<td></td>
<td>Word Work: systems</td>
</tr>
<tr>
<td></td>
<td>Sayings and Phrases: Keep Your Fingers Crossed</td>
</tr>
<tr>
<td></td>
<td>Make personal connections by identifying parts of their own bodies discussed in the read-aloud</td>
</tr>
</tbody>
</table>

Lesson 2: Anton van Leeuwenhoek

<table>
<thead>
<tr>
<th>Describe the connection between the discovery of bacteria and Anton van Leeuwenhoek’s use and improvement of the microscope in “Anton van Leeuwenhoek”</th>
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</thead>
<tbody>
<tr>
<td>Word Work: observations</td>
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<tr>
<td>Make personal connections in documenting observations made examining things with a magnifying glass</td>
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</tbody>
</table>

Lesson 3: Cells and Tissues

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<tr>
<th>Describe the connection between cells and tissues in “Cells and Tissues”</th>
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<tbody>
<tr>
<td>Determine the meaning of the multiple-meaning word tissue in “Cells and Tissues”</td>
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<tr>
<td>Identify a new meaning for the word tissue and apply it accurately</td>
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<tr>
<td>Word Work: functions</td>
</tr>
<tr>
<td>Multiple Meaning Word Activity: tissue</td>
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<tr>
<td>With assistance, categorize and organize facts about cells and tissues to complete an activity that demonstrates the relationship between cells and tissues</td>
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</tbody>
</table>

Lesson 4: Organs

<table>
<thead>
<tr>
<th>Describe the connection among cells, tissues, and organs in “Organs”</th>
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<tbody>
<tr>
<td>Interpret information from a model of a cross-section of the stomach to demonstrate the relationship among cells, tissues, and organs in “Organs”</td>
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<tr>
<td>Pausing Point</td>
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<td>---------------------------------------------------------------------</td>
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<tr>
<td>Word Work: nourish</td>
</tr>
<tr>
<td>With assistance, categorize and organize facts about cells, tissues, and organs to construct a paper model of the tissues that comprise the stomach</td>
</tr>
<tr>
<td>Lesson 5: The Digestive System</td>
</tr>
<tr>
<td>Lesson 6: The Excretory System</td>
</tr>
<tr>
<td>Lesson 7: Nutrients</td>
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<tr>
<td>Lesson 8: A Well-Balanced Diet</td>
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<tr>
<td>Lesson 9: A Healthy Human Body</td>
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</tbody>
</table>

**Domain Review**

**Domain Assessment**

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

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

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<td>Ask and answer questions (e.g., who, what, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud.</td>
<td>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.).</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</td>
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<td>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.</td>
<td>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age.</td>
<td>Ask questions to clarify information about the topic in a fiction or nonfiction/informational read-aloud.</td>
<td>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud.</td>
</tr>
<tr>
<td>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud.</td>
<td>Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a nonfiction/informational read-aloud.</td>
<td>Retell (orally or in writing) important facts and information from a fiction or nonfiction/informational read-aloud.</td>
<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</td>
</tr>
<tr>
<td>Determine the meaning of unknown words and phrases in nonfiction/informational read-alouds and discussions.</td>
<td>Listen to and demonstrate understanding of nonfiction/informational read-alouds of appropriate complexity for Grades 2–4.</td>
<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).</td>
</tr>
<tr>
<td>Lesson 1: E Pluribus Unum</td>
<td><strong>Identify push and pull factors that support the author's points</strong> about why people immigrate</td>
<td><strong>Identify how they would feel</strong> if they had to emigrate from their home country</td>
<td><strong>Ask a question to clarify the directions for an extension activity</strong></td>
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<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “E Pluribus Unum”</strong></td>
<td><strong>Share their puzzle piece drawing and sentence with others</strong></td>
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<tr>
<td><strong>Language &amp; Vocabulary</strong></td>
<td><strong>Make personal connections to the experiences described in “E Pluribus Unum” of people leaving their home country and moving to another country</strong></td>
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<tr>
<td><strong>Writing</strong></td>
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<tr>
<td>Lesson 2: A Little Giant Comes to America</td>
<td><strong>Identify push factors that support the author's points</strong> about why Charles Steinmetz left Germany</td>
<td></td>
<td><strong>Summarize how push and pull factors caused people in other countries to immigrate to the United States</strong></td>
</tr>
<tr>
<td><strong>Speaking &amp; Listening</strong></td>
<td><strong>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “A Little Giant Comes to America”</strong></td>
<td></td>
<td><strong>Word Work: opportunity</strong></td>
</tr>
<tr>
<td><strong>Language &amp; Vocabulary</strong></td>
<td><strong>Prior to listening to “A Little Giant Comes to America,” identify, orally, what they know and have learned about e pluribus unum, the term immigrant, and push and pull factors</strong></td>
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<tr>
<td><strong>Writing</strong></td>
<td><strong>Share their puzzle piece drawing and sentence with others</strong></td>
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</tbody>
</table>
### Lesson 3: Life in the City

**Describe how Marie responds to the changes in her life brought on by her family's immigration.**

**Use information gained from the illustrations and words in “Life in the City” to demonstrate understanding of Marie and her new life as an immigrant in the city.**

**Identify reasons given in the text that support the author's point that many immigrants chose to live in big cities.**

**Compare and contrast Marie's old life in Italy with her new life in America.**

**Identify how they would feel about living in a big city as a new immigrant to the United States.**

**Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “Life in the City.”**

**Prior to listening to “Life in the City,” identify orally what they know and have learned about Charles Steinmetz's immigration to the United States.**

**Share their puzzle piece drawing and sentence with others.**

### Lesson 4: From Ireland to New York City

**Use information gained from illustrations and words in “From Ireland to New York City” to demonstrate understanding of Aunt Cathleen’s belief that the United States is a “land of opportunity.”**

**Identify how they would feel if, like Uncle Brendan, old friends and neighbors from their home country unexpectedly appeared.**

**Ask and answer a who question to deepen understanding of what they heard in “From Ireland to New York City.”**

**Add a drawing to a puzzle piece to clarify ideas, thoughts, and feelings related to “Life in the City.”**

**Prior to listening to “From Ireland to New York City,” identify orally what they know and have learned about immigrants and the immigration processing centers.**

**Share their puzzle piece drawing and sentence with others.**

**Determine the meaning of the word emigrate from knowledge of the words immigrate and immigrant.**

**Word Work: afford**
### Text Analysis for Close Reading / Comprehension

<table>
<thead>
<tr>
<th>Lesson 5: Gold Mountain</th>
<th>Use information gained from the illustrations and words in “Gold Mountain” to demonstrate understanding of Lin Wen’s and his father’s decisions and views</th>
<th>Identify reasons given in the text that support the author’s point that some European Americans were hostile to Chinese immigrants</th>
<th>Compare and contrast the new lives of Chinese immigrants like Lin Wen as described in “Gold Mountain” and Irish immigrants like Fiona and Sean as described in “From Ireland to New York City”</th>
<th>Identify how they would feel if, similar to the way Lin Wen and other Chinese immigrants were treated, people in their new country were hostile to them</th>
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<td></td>
<td>Recount a personal experience involving the saying “turn over a new leaf” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</td>
<td>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “Gold Mountain”</td>
<td>Prior to listening to “Gold Mountain,” identify orally what they know and have learned about Irish immigration, the U.S. immigration processing centers, and related geography</td>
<td>Share their puzzle piece drawing and sentence with others</td>
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<tr>
<td>Lesson 6: A Land of Opportunity</td>
<td>Use information gained from the illustrations and words in “A Land of Opportunity” to demonstrate understanding of Lars’s and Karin’s feelings about owning their own land</td>
<td>Compare and contrast the new lives of immigrants to the Midwest like the Anderssons as described in “A Land of Opportunity” and Chinese immigrants like Lin Wen and his father as described in “Gold Mountain”</td>
<td>Identify how they would feel about living in a big city or in the countryside as a new immigrant to the United States</td>
<td>Share their puzzle piece drawing and sentence with others</td>
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<td></td>
<td>Recount a personal experience related to the word support and its use in “A Land of Opportunity”</td>
<td>Add a drawing to illustrate the word support to clarify ideas, thoughts, and feelings</td>
<td>Add a drawing to the puzzle piece to clarify ideas, thoughts, and feelings related to “A Land of Opportunity”</td>
<td>Share their puzzle piece drawing and sentence with others</td>
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<td></td>
<td>Identify new meanings for the word land and apply them accurately</td>
<td>Word Work: support</td>
<td>Multiple Meaning Word Activity: land</td>
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**Pausing Point**
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<tr>
<td><strong>Lesson 7: A Mosaic of Immigrants</strong></td>
<td>Interpret information from map images about early immigration to America and modern immigration to the United States</td>
<td>Through discussion and an acting activity, summarize information learned about immigrant settlers as heard in read-alouds throughout the Immigration domain</td>
<td>Word Work: settlers</td>
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<td>Identify how they would feel as a newcomer to the United States who might consider moving to an ethnic neighborhood</td>
<td>Prior to listening to “A Mosaic of Immigrants,” orally identify what they know and have learned about immigration</td>
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<tr>
<td><strong>Lesson 8: Becoming a Citizen</strong></td>
<td>Use information gained from the illustrations and words in “Becoming a Citizen” to demonstrate understanding that President Ford might think e pluribus unum is a good motto for the United States</td>
<td>Prior to listening to “Becoming a Citizen,” orally identify what they know and have learned about immigration</td>
<td>Word Work: naturalized citizen</td>
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<td>Identify reasons that support the author’s points about immigrants’ desires to become naturalized citizens of the United States</td>
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<td>Lesson 9: We the People</td>
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<tr>
<td>Compare and contrast similarities and differences between the rights citizens are given by the U.S. Constitution and the lack of those rights that some people experienced in their homelands as heard in read-alouds in this domain</td>
<td>Ask and answer a <em>what</em> question to deepen understanding of what they heard in “We the People”</td>
<td>Use known words to determine meanings of unknown words formed when the prefix <em>dis</em>– is added to a known word, such as agreements/disagreements</td>
<td>Participate in shared brainstorming of ideas as they write and amend a “Classroom Constitution” after listening to “We the People”</td>
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<tr>
<td><strong>Lesson 10: Immigration and Citizenship</strong></td>
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<tr>
<td><strong>Identify reasons and facts that support the author’s points about the responsibilities of becoming a naturalized citizen of the United States</strong></td>
<td>Identify how they feel when they hear “The Star-Spangled Banner” and how they might feel hearing this song if they were an immigrant to the United States</td>
<td>Identify meanings of the word <em>run</em></td>
<td>Make personal connections to responsibilities that they may have at home</td>
</tr>
<tr>
<td><strong>Word Work:</strong> disagreements</td>
<td><strong>Word Work:</strong> guaranteed</td>
<td><strong>Domain Review</strong></td>
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<td><strong>Domain Assessment</strong></td>
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Fighting for a Cause

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

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

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<td>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)</td>
<td>Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy)</td>
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<td>Ask and answer questions (e.g., who, what, where, when, why, how), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational read-aloud</td>
<td>Carry on and participate in a conversation over at least six turns, staying on topic, linking their comments to the remarks of others, with either an adult or another child of the same age</td>
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<td>Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification</td>
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### Lesson 1: People Who Fought for a Cause

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<td>Describe how words and phrases supply meaning in poems, including free verse poems</td>
<td>Ask and answer why questions orally, requiring literal recall and understanding of the details or facts from “People Who Fought for a Cause”</td>
<td>Explain the meaning of “don’t cry over spilled milk” and use in appropriate contexts</td>
<td>Plan, draft, and edit a free verse poem in which they provide their opinion about Eleanor Roosevelt’s achievements</td>
</tr>
<tr>
<td>Describe the connection between the exclusion of certain groups from their civil rights and the creation of a civil rights movement</td>
<td>Recount a personal experience applicable to the saying “don’t cry over spilled milk” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</td>
<td>Word Work: <strong>courage</strong></td>
<td>With assistance, organize facts and information from “Eleanor Roosevelt: A Voice for Human Rights” into a timeline to answer questions</td>
</tr>
<tr>
<td><strong>Sayings and Phrases:</strong> Don’t Cry Over Spilled Milk</td>
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<td>Sayings and Phrases: <strong>Don’t Cry Over Spilled Milk</strong></td>
<td>Share writing with others</td>
</tr>
</tbody>
</table>

### Lesson 2: Susan B. Anthony: An Advocate for Women’s Rights

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<tbody>
<tr>
<td>Describe how words and phrases supply meaning in a free verse poem about Susan B. Anthony</td>
<td>Prior to listening to “Susan B. Anthony: An Advocate for Women’s Rights,” orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony</td>
<td>Word Work: <strong>ballots</strong></td>
<td>Plan, draft, and edit a free verse poem in which they provide their opinion about Susan B. Anthony’s achievements</td>
</tr>
<tr>
<td>Interpret information from a timeline associated with “Susan B. Anthony: An Advocate for Women’s Rights,” and explain how the timeline clarifies information in the read-aloud</td>
<td></td>
<td></td>
<td>With assistance, organize facts and information from “Susan B. Anthony: An Advocate for Women’s Rights” into a timeline to answer questions</td>
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### Lesson 3: Eleanor Roosevelt: A Voice for Human Rights

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<td>Describe how words and phrases supply meaning in a free verse poem about Eleanor Roosevelt</td>
<td>Recount a personal experience applicable to the saying “two heads are better than one” with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</td>
<td>Explain the meaning of “two heads are better than one” and use in appropriate contexts</td>
<td>Plan, draft, and edit a free verse poem in which they provide their opinion about Eleanor Roosevelt’s achievements</td>
</tr>
<tr>
<td>Interpret information from a timeline associated with “Eleanor Roosevelt: A Voice for Human Rights,” and explain how the timeline clarifies information in the read-aloud</td>
<td>Add drawings to descriptions of something that is admirable to clarify ideas, thoughts, and feelings</td>
<td>Word Work: <strong>admirable</strong></td>
<td>With assistance, organize facts and information from “Eleanor Roosevelt: A Voice for Human Rights” into a timeline to answer questions</td>
</tr>
<tr>
<td>Identify and express why Eleanor thought that helping to write the Universal Declaration of Human Rights was her greatest achievement</td>
<td>Prior to listening to “Eleanor Roosevelt: A Voice for Human Rights,” orally identify what they know and have learned about civil rights, discrimination, and Susan B. Anthony</td>
<td>Sayings and Phrases: <strong>Two Heads Are Better Than One</strong></td>
<td>Share writing with others</td>
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### Lesson 4:
**Mary McLeod Bethune: A Dedicated Teacher**

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<th>Writing</th>
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<tbody>
<tr>
<td>Describe how words and phrases supply meaning in a free verse poem about Mary McLeod Bethune.</td>
<td>Retell important facts and information from “Mary McLeod Bethune: A Dedicated Teacher.” Ask and answer what questions orally, requiring literal recall and understanding of the details or facts from “Mary McLeod Bethune: A Dedicated Teacher.”</td>
<td>Identify new meanings for the word <strong>pool</strong> and apply them accurately.</td>
<td>Plan, draft, and edit a free verse poem in which they provide their opinion about Mary McLeod Bethune’s achievements.</td>
</tr>
<tr>
<td>Describe the connection between the exclusion of African American men from the right to vote and Mary’s efforts to teach them to read and write.</td>
<td>Add drawings to descriptions of something that makes them feel proud. Prior to listening to “Mary McLeod Bethune: A Dedicated Teacher,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights.</td>
<td>Multiple Meaning Word Activity: <strong>pool</strong>.</td>
<td>Make a personal connection to how it must have felt when people tried to intimidate Mary and her students to scare them away.</td>
</tr>
<tr>
<td>Interpret information from a timeline associated with “Mary McLeod Bethune: A Dedicated Teacher,” and explain how the timeline clarifies information in the read-aloud.</td>
<td>Identify and express how Mary McLeod Bethune must have felt when people tried to intimidate her into ending her efforts to educate African American girls.</td>
<td></td>
<td>With assistance, organize facts and information from “Mary McLeod Bethune: A Dedicated Teacher” into a timeline to answer questions.</td>
</tr>
<tr>
<td>Identify and express how Mary McLeod Bethune must have felt when people tried to intimidate her into ending her efforts to educate African American girls.</td>
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### Lesson 5:
**Jackie Robinson: Champion of Equality**

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<tbody>
<tr>
<td>Describe how words and phrases supply meaning in a free verse poem about Jackie Robinson.</td>
<td>Retell important facts and information from “Jackie Robinson: Champion of Equality” by acting out a scene from the read-aloud. Ask and answer who questions orally, requiring literal recall and understanding of the details or facts from “Jackie Robinson: Champion of Equality.”</td>
<td>Distinguish shades of meaning among closely related verbs such as <strong>challenge</strong>, <strong>question</strong>, and <strong>doubt</strong>, and among the verbs <strong>accept</strong>, <strong>believe</strong>, and <strong>trust</strong>.</td>
<td>Plan, draft, and edit a free verse poem in which they provide their opinion about Jackie Robinson’s achievements.</td>
</tr>
<tr>
<td>Interpret information from a timeline associated with “Jackie Robinson: Champion of Equality” and explain how the timeline clarifies information in the read-aloud.</td>
<td>Add drawings to descriptions of a scene from a read-aloud about an individual who fought for a cause to clarify ideas, thoughts, and feelings. Prior to listening to “Jackie Robinson: Champion of Equality,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights.</td>
<td>Word Work: <strong>challenge</strong>.</td>
<td>With assistance, organize facts and information from “Jackie Robinson: Champion of Equality” into a timeline to answer questions.</td>
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<tr>
<td>Identify and express how Jackie Robinson must have felt the day he finally played for the Brooklyn Dodgers.</td>
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<tr>
<td>Lesson 6:</td>
<td>Describing how words and phrases supply meaning in a free verse poem about Rosa Parks</td>
<td>Prior to listening to “Rosa Parks: The Mother of the Civil Rights Movement,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights</td>
<td>Identify new meanings for the word chapter and apply them accurately</td>
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<tr>
<td>Rosa Parks: The Mother of the Civil Rights Movement</td>
<td>Describe the connection between Rosa Parks's actions on the bus and the start of the civil rights movement</td>
<td>Identifying information from a timeline associated with “Rosa Parks: The Mother of the Civil Rights Movement” and explain how the timeline clarifies information in the read-aloud</td>
<td>Multiple Meaning Word Activity: chapter</td>
</tr>
<tr>
<td>Pausing Point</td>
<td>Interpret information from a timeline associated with “Rosa Parks: The Mother of the Civil Rights Movement” and explain how the timeline clarifies information in the read-aloud</td>
<td>Contrast life in the United States before the civil rights movement and after</td>
<td>Identify and express why Rosa Parks refused to move to a different seat on the bus when asked to do so</td>
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<tr>
<td>Lesson 7:</td>
<td>Describing how words and phrases supply meaning in a free verse poem about Martin Luther King Jr.</td>
<td>Prior to listening to “Martin Luther King Jr.: Defender of the Dream,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights</td>
<td>Use knowledge of the words extra and ordinary to predict the meaning of extraordinary</td>
</tr>
<tr>
<td>Martin Luther King Jr.: Defender of the Dream</td>
<td>Identify the main topic of the read-aloud “Martin Luther King Jr.: Defender of the Dream” Describe the connection among Martin Luther King Jr., Rosa Parks, and the Montgomery Bus Boycott</td>
<td>Identifying information from a timeline associated with “Martin Luther King Jr.: Defender of the Dream,” and explain how the timeline clarifies information in the read-aloud</td>
<td>Identify and express how African Americans might have felt when segregation was declared illegal</td>
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### Text Analysis for Close Reading / Comprehension

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<th>Lesson 8: Cesar Chavez: Protector of Workers’ Rights</th>
<th>Describe how words and phrases supply meaning in a free verse poem about Cesar Chavez</th>
<th>Interpret information from a timeline associated with “Cesar Chavez: Protector of Workers’ Rights,” and explain how the timeline clarifies information in the read-aloud</th>
<th>Identify and express why the activists thought the right to vote was so important</th>
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<tr>
<td></td>
<td>Prior to listening to “Cesar Chavez: Protector of Workers’ Rights,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights</td>
<td>Word Work: <strong>plight</strong></td>
<td>Plan, draft, and edit a free verse poem in which they provide their opinion about Cesar Chavez’s achievements</td>
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<td></td>
<td>Word Work: <strong>plight</strong></td>
<td></td>
<td>With assistance, organize facts and information from “Cesar Chavez: Protector of Workers’ Rights” into a timeline to answer questions</td>
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<tr>
<th>Lesson 9: Celebrating Those Who Fought for a Cause</th>
<th>Identify the main purpose of “Celebrating Those Who Fought for a Cause,” including what the author wants to explain</th>
<th>Describe the reasons the author of “Celebrating Those Who Fought for a Cause” gives to support certain statements in the read-aloud</th>
<th>With guidance and support from adults and peers, focus on their free verse poems and strengthen writing as needed by revising and editing</th>
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<td></td>
<td>Prior to listening to “Celebrating Those Who Fought for a Cause,” orally identify what they know and have learned about civil rights, discrimination, and people who fought for civil rights and human rights</td>
<td>Word Work: <strong>obstacles</strong></td>
<td>With guidance and support from adults, use a variety of digital tools to produce and publish their free verse poems</td>
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### Domain Review

### Domain Assessment

### Culminating Activities