

PreK – Grade 5

# Core Knowledge Language Arts®

## Unit Summaries



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# PreK

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# CKLA Unit Summaries

## PreK

Unit Summary	Early Literacy Focus				
	Phonological Awareness and Phonics	Print Knowledge	Handwriting	Shared Writing and Writing	Vocabulary and Narrative Elements
<p><b>Domain 1 All About Me</b></p> <p>Routines used throughout the year are introduced. Students learn nursery rhymes and songs with movements connected to the topic. In Skills, students identify environmental noises, distinguish sounds, make rhymes, and learn that words are written in print. Students begin pre-writing activities. During Read-Alouds in Listening and Learning, students learn concepts and vocabulary related to the five senses, body parts, and body movement.</p> <p><b>Anchor Texts:</b> <i>Shades of People</i> by Shelley Rotner and Sheila M. Kelly, <i>My Five Senses</i> by Alikei, <i>My Amazing Body</i> by Pat Thomas</p> <p><b>Number of Lessons:</b> 20</p>	<p>Environmental noises</p> <p>Nursery rhymes and songs</p> <p>Word awareness</p>	<p>Name recognition</p> <p>Alphabet knowledge</p> <p>Print concepts</p>	<p>Motor skills</p> <p>Strokes</p>	<p>Dictation</p>	<p>Vocabulary</p>
<p><b>Domain 2 Families and Communities</b></p> <p>Students focus on rhyme awareness and creating rhymes, recognizing syllables (parts) of spoken words, and continue handwriting practice. In Listening and Learning, students learn about families, family members, celebrations and traditions, and work and play in their community.</p> <p><b>Anchor Texts:</b> <i>Families</i> by Ann Morris, <i>Houses and Homes</i> by Ann Morris, <i>Full, Full, Full of Love</i> by Trish Cooke, <i>Career Day</i> by Anne Rockwell</p> <p><b>Number of Lessons:</b> 20</p>	<p>Environmental noises</p> <p>Nursery rhymes recitation</p> <p>Word awareness</p> <p>Syllable segmenting</p> <p>Syllable blending</p>	<p>Name recognition</p> <p>Alphabet knowledge</p> <p>Print concepts</p>	<p>Motor skills</p> <p>Strokes</p>		<p>Vocabulary</p>
<p><b>Domain 3 Animals</b></p> <p>A favorite domain with students, the lessons focus on different types of animals, their basic needs, how they protect themselves, and other concepts. During Skills, students identify beginning sounds in spoken words and are introduced to the sound and "sound picture" for the letter 'm.' The story elements sequencing and narrative storytelling are taught, and students develop oral expression through discussion.</p> <p><b>Anchor Texts:</b> <i>What Do You Do With A Tail Like This?</i> by Steve Jenkins, <i>Is Your Mama A Llama?</i> by Deborah Guarino, <i>See Me Grow</i> by Penelope Arlon and Tory Gordon-Harris</p> <p><b>Number of Lessons:</b> 21</p>	<p>Nursery rhymes</p> <p>Recitation</p> <p>Rhyme</p> <p>Syllable segmenting</p> <p>Syllable blending</p> <p>Initial sounds</p> <p>Sound-letter correspondence</p>	<p>Name recognition</p> <p>Alphabet knowledge</p> <p>Print concept</p>	<p>Strokes</p> <p>Name writing</p>	<p>Dictation</p>	<p>Vocabulary</p> <p>Sequencing</p> <p>Narrative storytelling</p>

# PreK

Unit Summary	Early Literacy Focus				
	Phonological Awareness and Phonics	Print Knowledge	Handwriting	Shared Writing and Writing	Vocabulary and Narrative Elements
<p><b>Domain 4 Plants</b></p> <p>Students learn how a variety of plants live and grow and are introduced to the idea of cycles, a concept that will be studied in subsequent years. Students learn and practice the sounds and sound pictures for three new letters, and orally blend two-sound words. Nursery rhymes and songs and class discussions continue to be a part of daily routines.</p> <p><b>Anchor Texts:</b> <i>A Fruit Is A Suitcase For Seeds</i> by Jean Richards, <i>Flowers</i> by Vijaya Khisty Bodach, <i>Sunflower House</i> by Eve Bunting</p> <p><b>Number of Lessons:</b> 21</p>	<p>Nursery rhymes</p> <p>Initial sounds</p> <p>Final sounds</p> <p>Sounds in words</p> <p>Sound-letter correspondence</p>	<p>Name recognition</p> <p>Alphabet knowledge</p>	<p>Strokes</p> <p>Writing letters</p>	<p>Dictation</p>	<p>Vocabulary</p> <p>Sequencing events</p> <p>Verbal retelling</p>
<p><b>Domain 5 Habitats</b></p> <p>Building on previous domains about plants and animals, students learn more about the elements that make up a habitat and explore different habitats such as woodland, ocean, and desert. Phonemic awareness is a central factor in this domain as students blend and segment three-sound words. Students continue drawing sound pictures (letters) for four new sounds.</p> <p><b>Anchor Texts:</b> <i>Here Is The Southwestern Desert</i> by Madeleine Dunphy, <i>In The Woods: Who's Been Here?</i> by Lindsay Barrett George, <i>Life In A Pond</i> by Carol K. Lindeen</p> <p><b>Number of Lessons:</b> 21</p>	<p>Nursery rhymes</p> <p>Recitation</p> <p>Rhyme</p> <p>Syllable segmenting</p> <p>Initial sounds</p> <p>Sounds in words</p> <p>Sound-letter correspondence</p>	<p>Alphabet knowledge</p>	<p>Strokes</p> <p>Writing letters</p>	<p>Dictation</p>	<p>Vocabulary</p> <p>Sequencing events</p> <p>Verbal retelling</p>
<p><b>Interspersed Domain Classic Tales</b></p> <p>Students are introduced to traditional stories and fables that have been favorites among children for generations. Repetitive refrains help students build vocabulary and fluency and provide opportunities for students to participate in describing narrative elements and provide retellings.</p> <p><b>Anchor Texts:</b> <i>The True Story of the 3 Little Pigs!</i> by Jon Scieszka</p> <p><b>Number of Lessons:</b> 20</p>		<p>Print concepts</p>		<p>Retelling</p>	<p>Vocabulary</p> <p>Fiction and nonfiction</p> <p>Characters</p> <p>Setting</p> <p>Sequencing events</p> <p>Verbal retelling</p>



# PreK

Unit Summary	Early Literacy Focus				
	Phonological Awareness and Phonics	Print Knowledge	Handwriting	Shared Writing and Writing	Vocabulary and Narrative Elements
<p><b>Interspersed Domain Important People in American History</b></p> <p>Students learn about important Americans who have changed or are changing the way we live today. Students engage in Read-Alouds and engaging activities that deepen their understanding about the people who have impacted U.S. history: Native Americans, the Pilgrims, Abraham Lincoln, Martin Luther King, Jr., Barack Obama, Sally Ride, and Sonia Sotomayor.</p> <p><b>Anchor Texts:</b> <i>Happy Birthday Martin Luther King</i> by Jean Marzollo</p> <p><b>Number of Lessons:</b> 14</p>				Dictation Writing/drawing	Vocabulary Compare and contrast Cause and effect Temporal words Retelling Characters Setting Plot Sequencing events



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# Kindergarten

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# CKLA Unit Summaries

## Kindergarten Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 1</b></p> <p>Lays the groundwork for reading and writing. Students build awareness of environmental noises, of words within sentences, and of sounds within words. They also learn several writing strokes used to create letters.</p> <p><b>Number of Lessons:</b> 10</p>	RF.K.1 RF.K.1a RF.K.1b RF.K.2		SL.K.1 SL.K.2 SL.K.2a SL.K.3 SL.K.6	L.K.1 L.K.1e
<p><b>Unit 2</b></p> <p>Students learn how to blend syllables together to form multisyllabic words. They also learn how to orally produce two- and three-sound words by blending sounds.</p> <p><b>Number of Lessons:</b> 10</p>	RF.K.1 RF.K.1a RF.K.1b RF.K.2 RF.K.2b RF.K.2c RF.K.2d RF.K.2e		SL.K.1 SL.K.3 SL.K.6	L.K.1 L.K.1e
<p><b>Unit 3</b></p> <p>Students are introduced to eight sounds and they practice blending these sounds into words. They also learn how to form the letters that make these sounds.</p> <p><b>Number of Lessons:</b> 14</p>	RF.K.2 RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.1	L.K.1 L.K.1a L.K.1e L.K.2 L.K.2c L.K.2d
<p><b>Unit 4</b></p> <p>Introduces students to eight new sounds. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.</p> <p><b>Anchor Text:</b> <i>Pet Fun</i></p> <p><b>Number of Lessons:</b> 15</p>	RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.2 RF.K.2c RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d		SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1e L.K.2 L.K.2c L.K.2d

# Kindergarten Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 5</b></p> <p>Introduces students to eight new sounds, including a spelling alternative for /k/. Through oral language games, chaining exercises, and shared reading, students practice blending these sounds into words. Students also practice previously learned letter-sound correspondences.</p> <p><b>Anchor Text:</b> <i>Ox and Man</i></p> <p><b>Number of Lessons:</b> 16</p>	RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.2d RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d
<p><b>Unit 6</b></p> <p>Students automatize the letter-sound correspondences and blending procedures they have learned so far. They are introduced to consonant clusters, letter names, rhyming words, and reading text independently.</p> <p><b>Anchor Text:</b> <i>Kit</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.K.1 RL.K.3 RL.K.7 RL.K.10 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2a RF.K.2c RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.2a SL.K.3 SL.K.5	L.K.1a L.K.1c L.K.1d L.K.1e L.K.1f L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.5d
<p><b>Unit 7</b></p> <p>Introduces students to digraphs. Students develop automaticity in blending and segmenting these sounds through phonemic awareness activities, chaining exercises, practice activities, and partner and independent reading.</p> <p><b>Anchor Text:</b> <i>Seth</i></p> <p><b>Number of Lessons:</b> 17</p>	RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1e L.K.1f L.K.2 L.K.2b L.K.2c L.K.2d L.K.5 L.K.5b

# Kindergarten Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 8</b></p> <p>Introduces students to double-letter spellings for consonant sounds, as well as seven high-frequency Tricky Words. Results from this unit's student performance task assessment inform which students are ready for the next unit and those who need targeted support with previously taught skills.</p> <p><b>Anchor Text:</b> <i>Sam</i></p> <p><b>Number of Lessons:</b> 20</p>	RL.K.1 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2a RF.K.2d RF.K.2e RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4		SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.2a SL.K.3 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1f L.K.2 L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.4b
<p><b>Unit 9</b></p> <p>Students practice writing uppercase letters and learn seventeen new Tricky Words. This unit also introduces activity pages with comprehension questions related to the Student Reader.</p> <p><b>Anchor Text:</b> <i>Zach and Ann</i></p> <p><b>Number of Lessons:</b> 23</p>	RL.K.1 RL.K.3 RL.K.4 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2d RF.K.2f RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.5 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1e L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.5 L.K.6

# Kindergarten Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 10</b></p> <p>Introduces students to five new vowel sounds and eleven additional Tricky Words. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 1 teachers via the End-of-Year Summary sheet.</p> <p><b>Anchor Text:</b> <i>Scott</i></p> <p><b>Number of Lessons:</b> 29</p>	RL.K.1 RL.K.7 RL.K.10 RF.K.1 RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2 RF.K.2b RF.K.2d RF.K.3 RF.K.3a RF.K.3b RF.K.3c RF.K.3d RF.K.4	W.K.3	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.5 SL.K.6	L.K.1 L.K.1a L.K.1d L.K.1f L.K.2 L.K.2a L.K.2b L.K.2c L.K.2d L.K.4 L.K.4a L.K.5



# CKLA Unit Summaries

## Kindergarten Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 1 Nursery Rhymes and Fables</b></p> <p>An introduction to nursery rhymes and fables, including Mother Goose poems and Aesop's fables. By listening to nursery rhymes and repeating or reciting them, students learn vocabulary and build phonemic awareness. Well-known fables introduce students to new vocabulary and prompt discussion of character, virtues, and behavior.</p> <p><b>Number of Lessons: 12</b></p>	RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.9 RL.K.10 RF.K.2 RF.K.2a	W.K.3 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1 L.K.1f L.K.4 L.K.4a L.K.5 L.K.5c L.K.6
<p><b>Domain 2 The Five Senses</b></p> <p>Students explore how they learn about the world using their five senses: sight, hearing, smell, taste, and touch. Students also hear inspirational stories about individuals who overcame significant challenges posed by disabilities related to sight and hearing.</p> <p><b>Number of Lessons: 8</b></p>	RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10	W.K.1 W.K.2 W.K.3	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.1b L.K.4 L.K.4a L.K.4b L.K.5 L.K.5a L.K.5b L.K.5c L.K.6
<p><b>Domain 3 Stories</b></p> <p>Students are introduced to classic stories as well as trickster tales and fiction from other cultures. Students develop an awareness of language and recurring themes in children's literature.</p> <p><b>Number of Lessons: 10</b></p>	RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10	W.K.1 W.K.3 W.K.6 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.1e L.K.1f L.K.4 L.K.4a L.K.4b L.K.5 L.K.5c L.K.6
<p><b>Domain 4 Plants</b></p> <p>Read-Aloud texts introduce students to the parts of plants and how they grow. Students gain basic knowledge of ecology and the interdependence of all living things.</p> <p><b>Number of Lessons: 11</b></p>	RL.K.1 RL.K.2 RL.K.3 RL.K.5 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.9 RI.K.10	W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.4 L.K.4a L.K.5c L.K.6

# Kindergarten Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 5 Farms</b></p> <p>Students learn about the importance of farms as a source of food and other products. They identify several farm animals and crops, and contrast how plants make their own food with how animals get their food by eating plants and other living things.</p> <p><b>Number of Lessons: 9</b></p>	RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.9 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.10	W.K.2 W.K.3	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.5 SL.K.6	L.K.1 L.K.4 L.K.4a L.K.5 L.K.5c L.K.6
<p><b>Domain 6 Native Americans</b></p> <p>Students are introduced to the broad concept that indigenous peoples lived on the continents of North and South America long before European explorers arrived. Students explore the distinctive cultures of three Native American groups, as well as how conditions in different geographical regions influence their ways of life.</p> <p><b>Number of Lessons: 8</b></p>	RL.K.1 RL.K.3 RL.K.7 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.8 RI.K.9 RI.K.10	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1 L.K.1b L.K.1c L.K.1d L.K.1e L.K.4 L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d L.K.6
<p><b>Domain 7 Kings and Queens</b></p> <p>Students listen to Read-Aloud texts, both fiction and nonfiction, about kings, queens, and royal families. The selections build students' understanding of responsibilities and customs associated with royalty throughout history.</p> <p><b>Number of Lessons: 8</b></p>	RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.9 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.10 RF.K.2 RF.K.2a	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.1c L.K.1f L.K.4 L.K.4a L.K.4b L.K.5 L.K.5a L.K.5b L.K.5c L.K.5d L.K.6

# Kindergarten Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 8 Seasons and Weather</b></p> <p>An introduction to weather and the seasons. Students learn that regions of Earth experience different characteristic weather patterns throughout the year.</p> <p><b>Number of Lessons: 8</b></p>	RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.6 RL.K.7 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10	W.K.1 W.K.2 W.K.3 W.K.5 W.K.6	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.4 SL.K.5 SL.K.6	L.K.1 L.K.1b L.K.1c L.K.1d L.K.4 L.K.4a L.K.4b L.K.5 L.K.5a L.K.5b L.K.5c L.K.6
<p><b>Domain 9 Columbus and the Pilgrims</b></p> <p>Students are introduced to key figures, events, and ideas associated with two episodes in the founding of the United States of America—the first voyage of Columbus in 1492 and the arrival of the Pilgrims in 1620.</p> <p><b>Number of Lessons: 9</b></p>	RI.K.1 RI.K.2 RI.K.3 RI.K.7 RI.K.8 RI.K.10	W.K.2 W.K.3 W.K.8	SL.K.1 SL.K.1a SL.K.1b SL.K.2 SL.K.3 SL.K.4 SL.K.5 SL.K.6	L.K.1 L.K.1d L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c L.K.6
<p><b>Domain 10 Colonial Towns and Townspeople</b></p> <p>Students are introduced to the early history of the United States as they explore what daily life was like for people in colonial times.</p> <p><b>Number of Lessons: 10</b></p>	RL.K.1 RL.K.2 RL.K.3 RL.K.4 RL.K.5 RL.K.7 RL.K.10 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.9 RI.K.10	W.K.2 W.K.3 W.K.5 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.4 SL.K.6	L.K.1 L.K.1d L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c

# Kindergarten Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 11 Taking Care of the Earth</b></p> <p>Students are introduced to the importance of environmental awareness and conservation as they become familiar with the earth's natural resources and how people's actions affect the environment.</p> <p><b>Number of Lessons: 10</b></p>	RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.5 RI.K.6 RI.K.7 RI.K.8 RI.K.10	W.K.1 W.K.2 W.K.3 W.K.5 W.K.6 W.K.8	SL.K.1 SL.K.1a SL.K.2 SL.K.3 SL.K.4 SL.K.6	L.K.1 L.K.1b L.K.1d L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c L.K.6
<p><b>Domain 12 Presidents and American Symbols</b></p> <p>As students are introduced to the lives and legacies of five famous presidents, they learn about several national symbols, the branches of government, the role of the president, and elections.</p> <p><b>Number of Lessons: 9</b></p>	RL.K.2 RL.K.3 RI.K.1 RI.K.2 RI.K.3 RI.K.4 RI.K.7 RI.K.8 RI.K.9 RI.K.10	W.K.1 W.K.2 W.K.3 W.K.5 W.K.6	SL.K.1 SL.K.1a SL.K.1b SL.K.3 SL.K.6	L.K.1 L.K.4 L.K.4a L.K.5 L.K.5b L.K.5c L.K.6

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# Grade 1

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# CKLA Unit Summaries

## Grade 1 Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 1</b></p> <p>Unit 1 provides a review of the sounds and spellings taught in the CKLA Kindergarten curriculum. Students are introduced to Tricky Spellings (spellings that can be sounded more than one way) and Tricky Words (words that cannot be sounded out using the letter-sound correspondences taught so far).</p> <p><b>Anchor Text:</b> <i>Snap Shots</i></p> <p><b>Number of Lessons:</b> 32</p>	RL.1.1 RL.1.2 RL.1.6 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3g RF.1.4 RF.1.4a RF.1.4b		SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.6	L.1.1 L.1.1a L.1.1b L.1.1d L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.5
<p><b>Unit 2</b></p> <p>Introduces five vowel sounds and the most common (or least ambiguous) spelling for each sound. Students learn to read and write words with separated digraphs (such as a and e in <i>cake</i>). The unit also includes grammar lessons on nouns (including proper nouns) as well as practice with new Tricky Words.</p> <p><b>Anchor Text:</b> <i>Gran</i></p> <p><b>Number of Lessons:</b> 19</p>	RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.4 RF.1.3b RF.1.3c RF.1.3g RF.1.4 RF.1.4a RF.1.4b		SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.b L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.5a L.1.5c L.1.6

# Grade 1 Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 3</b></p> <p>Introduces students to five vowel sounds and the most common spelling for each sound, five new Tricky Words, and the Tricky Spelling “oo.” Grammar exercises focus on identifying verbs and verb tense (regular present, past, and future). Students begin formal instruction in the writing process with a focus on narrative writing.</p> <p><b>Anchor Text:</b> <i>Fables</i></p> <p><b>Number of Lessons:</b> 19</p>	RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.10 RF.1.1 RF.1.1a RF.1.2 RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1e L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e
<p><b>Unit 4</b></p> <p>Introduces the most common (or least ambiguous) spellings for /r/-controlled vowel sounds. Students learn the concept of a syllable and practice with two-syllable words. Students are introduced to past-tense verb forms ending with <i>-ed</i> as they continue to work with nouns and verbs in phrases. Students are introduced to adjectives and they practice descriptive writing.</p> <p><b>Anchor Text:</b> <i>The Green Fern Zoo</i></p> <p><b>Number of Lessons:</b> 28</p>	RL.1.5 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7 RI.1.8 RI.1.9 RI.1.10 RF.1.1a RF.1.2 RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b	W.1.2 W.1.5 W.1.6 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1a L.1.1b L.1.1c L.1.1e L.1.1f L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.4 L.1.4b L.1.4c L.1.5 L.1.5a L.1.6



# Grade 1 Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 5</b></p> <p>Students begin learning spelling alternatives that make up the advanced code. They practice making nouns plural and changing spelling when adding suffixes. In grammar, students identify sentence types (statements, questions, and exclamations) and practice creating longer sentences. They plan, draft, and edit a letter in which they express their opinions to the main character of the Student Reader.</p> <p><b>Anchor Text:</b> <i>Kate's Book</i></p> <p><b>Number of Lessons:</b> 22</p>	RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.0 RF.1.1 RF.1.1a RF.1.2 RF.1.2a RF.1.2b RF.1.2c RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3e RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.5 W.1.6 W.1.7	SL.1.1 SL.1.1a SL.1.1b SL.1.5 SL.1.6	L.1.1 L.1.1b L.1.1c L.1.1e L.1.1f L.1.1i L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.4 L.1.4a L.1.4b L.1.4c
<p><b>Unit 6</b></p> <p>Students continue to work with several spelling alternatives for consonant sounds. Students review nouns and pronouns and learn to match pronouns to the nouns to which they refer. They plan, draft, and edit a personal narrative.</p> <p><b>Anchor Text:</b> <i>Grace</i></p> <p><b>Number of Lessons:</b> 25</p>	RL.1.1 RL.1.3 RL.1.7 RL.1.9 RF.1.1 RF.1.1a RF.1.2 RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b RF.1.4c	W.1.1 W.1.3 W.1.5 W.1.6	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.4 SL.1.6	L.1.1 L.1.1b L.1.1c L.1.1d L.1.1e L.1.1f L.1.1i L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.2e L.1.4 L.1.4a L.1.4c L.1.5a

# Grade 1 Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 7</b></p> <p>Students continue to learn the advanced code, focusing on spelling alternatives for vowel sounds. In addition, students learn about the use of conjunctions and commas as well as noun-verb agreement in sentences. Students practice the writing process by planning, drafting, and editing an informative/explanatory text. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 2 teachers via the End-of-Year Summary sheet.</p> <p><b>Anchor Text:</b> <i>Kay and Martez</i></p> <p><b>Number of Lessons:</b> 21</p>	RL.1.1 RL.1.2 RL.1.3 RL.1.9 RI.1.5 RF.1.1a RF.1.2d RF.1.3 RF.1.3a RF.1.3b RF.1.3c RF.1.3d RF.1.3e RF.1.3f RF.1.3g RF.1.4 RF.1.4a RF.1.4b	W.1.1 W.1.2 W.1.5	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.6	L.1.1b L.1.1c L.1.1e L.1.1g L.1.1j L.1.2 L.1.2a L.1.2b L.1.2c L.1.2d L.1.4 L.1.4a L.1.4c L.1.6

# CKLA Unit Summaries

## Grade 1 Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 1 Fables and Stories</b></p> <p>Students are introduced to fables and stories that have delighted people for generations, including Aesop’s fables, a folktale of Anansi the Spider, and Beatrix Potter’s “The Tale of Peter Rabbit.” Students increase their vocabulary and reading comprehension skills, learn valuable lessons about virtues and behavior, and become familiar with the key elements of a story.</p> <p><b>Number of Lessons:</b> 10</p>	RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.7 RL.1.9 RL.1.10	W.1.3 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.3 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1h L.1.4 L.1.4a L.1.5 L.1.5a L.1.5c L.1.6
<p><b>Domain 2 The Human Body</b></p> <p>Students are introduced to the systems of the human body and the functions of major organs. They learn about care of the body, germs and disease, vaccines, and keys to good health.</p> <p><b>Number of Lessons:</b> 10</p>	RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.9 RI.1.10	W.1.2 W.1.7	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.4a SL.1.5 SL.1.6	L.1.1 L.1.4 L.1.4a L.1.5c L.1.6
<p><b>Domain 3 Different Lands, Similar Stories</b></p> <p>Students encounter different cultures from around the world as they explore the ways in which folktales from different lands treat similar themes or characters, including variations on the Cinderella story, the adventures of supernaturally small characters, and the exploits of cunning tricksters.</p> <p><b>Number of Lessons:</b> 9</p>	RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.9 RL.1.10		SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1h L.1.4 L.1.5 L.1.5c L.1.6
<p><b>Domain 4 Early World Civilizations</b></p> <p>What is needed to build a civilization? Going back to the ancient Middle East, students explore Mesopotamia and Egypt and learn about the importance of rivers, farming, writing, laws, art, and beliefs.</p> <p><b>Number of Lessons:</b> 16</p>	RL.1.1 RL.1.2 RL.1.3 RL.1.6 RL.1.7 RL.1.10 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.7 RI.1.9 RI.1.10	W.1.2 W.1.3 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1d L.1.1i L.1.4 L.1.4b L.1.5 L.1.5a L.1.5b L.1.5c L.1.6

# Grade 1 Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 5 Early American Civilizations</b></p> <p>Students compare and contrast key features of the early civilizations of the Maya, Aztec, and Inca, and explore the development of cities such as Tenochtitlan and Machu Picchu. They are also introduced to the work of archaeologists who unearth ancient civilizations.</p> <p><b>Number of Lessons: 11</b></p>	RL.1.1 RL.1.2 RL.1.3 RL.1.7 RL.1.10 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.9 RI.1.10	W.1.2 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1d L.1.4 L.1.4a L.1.5 L.1.5a L.1.5b L.1.5c L.1.5d L.1.6
<p><b>Domain 6 Astronomy</b></p> <p>In this introduction to the solar system, students learn about Earth in relation to the moon, the other planets, the sun, and the stars. They learn about the sun as a source of light, heat, and energy. And they are introduced to space exploration, including the Apollo missions to the moon.</p> <p><b>Number of Lessons: 9</b></p>	RL.1.1 RL.1.4 RL.1.5 RL.1.10 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10	W.1.1 W.1.2 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1b L.1.1g L.1.4 L.1.4a L.1.4b L.1.5 L.1.5a L.1.5b L.1.5c L.1.5d L.1.6
<p><b>Domain 7 The History of the Earth</b></p> <p>Students learn about the geographical features of the earth's surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs.</p> <p><b>Number of Lessons: 8</b></p>	RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.5 RI.1.6 RI.1.7 RI.1.10 RF.1.2	W.1.2 W.1.6 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1g L.1.4 L.1.4a L.1.4b L.1.4c L.1.5 L.1.5a L.1.5c L.1.6
<p><b>Domain 8 Animals and Habitats</b></p> <p>Students focus on the interconnectedness of living things with their physical environment as they learn what a habitat is and explore plants and animals in specific types of habitats.</p> <p><b>Number of Lessons: 9</b></p>	RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.9 RI.1.10	W.1.1 W.1.2	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1g L.1.4 L.1.4a L.1.5 L.1.5a L.1.5c L.1.5d L.1.6

# Grade 1 Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 9 Fairy Tales</b></p> <p>Students are introduced to fairy tales that have been favorites for generations, including “Sleeping Beauty,” “Rumpelstiltskin,” “The Frog Prince,” “Hansel and Gretel,” and “Jack and the Beanstalk.” Students learn about the Brothers Grimm, identify common elements of fairy tales, consider problems and solutions, make interpretations, and compare and contrast different tales.</p> <p><b>Number of Lessons:</b> 9</p>	RL.1.1 RL.1.2 RL.1.3 RL.1.4 RL.1.5 RL.1.7 RL.1.9 RL.1.10	W.1.1 W.1.3 W.1.5 W.1.6 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.2 SL.1.4 SL.1.6	L.1.1 L.1.1g L.2.4 L.1.4a L.1.4c L.1.5 L.1.5a L.1.5c L.1.5d L.1.6
<p><b>Domain 10 A New Nation: American Independence</b></p> <p>Students learn about the birth of the United States of America. They are introduced to important historical figures and events in the story of how the thirteen colonies became an independent nation. They also learn the significance of patriotic symbols, including the U.S. flag, the Liberty Bell, and the bald eagle.</p> <p><b>Number of Lessons:</b> 12</p>	RL.1.1 RL.1.2 RL.1.4 RL.1.7 RL.1.0 RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.6 RI.1.7 RI.1.8 RI.1.9 RI.1.10	W.1.2 W.1.5 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.1b SL.1.1c SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1e L.1.4 L.1.4a L.1.5 L.1.5a L.1.5c L.1.6
<p><b>Domain 11 Frontier Explorers</b></p> <p>Students are introduced to early exploration of the American West and learn about key figures such as Daniel Boone, Lewis and Clark, and Sacagawea. They learn how colonists spread westward, including their struggles and successes and their interactions with native peoples.</p> <p><b>Number of Lessons:</b> 11</p>	RI.1.1 RI.1.2 RI.1.3 RI.1.4 RI.1.7 RI.1.8 RI.1.10	W.1.2 W.1.6 W.1.7 W.1.8	SL.1.1 SL.1.1a SL.1.2 SL.1.4 SL.1.5 SL.1.6	L.1.1 L.1.1j L.1.4 L.1.4a L.1.4c L.1.5 L.1.5a L.1.5c L.1.6



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# Grade 2

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# CKLA Unit Summaries

## Grade 2 Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 1</b></p> <p>This unit focuses on reviewing various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words.</p> <p><b>Anchor Text:</b> <i>The Cat Bandit</i></p> <p><b>Number of Lessons:</b> 22</p>	RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RL.2.10 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.2 W.2.3	SL.2.1 SL.2.2 SL.2.6	L.2.1 L.2.1d L.2.1e L.2.1f L.2.2 L.2.2d L.2.3 L.2.4 L.2.4a L.2.4d L.2.4e L.2.5 L.2.5a L.2.5b L.2.6
<p><b>Unit 2</b></p> <p>Focus is on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice with a number of high-frequency Tricky Words. They learn about the use of quotation marks and begin instruction in the writing process, writing narratives and opinions.</p> <p><b>Anchor Text:</b> <i>Bedtime Tales</i></p> <p><b>Number of Lessons:</b> 16</p>	RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.7 RL.2.10 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.4 W.2.5 W.2.6 W.2.8 W.2.10	SL.2.1 SL.2.2 SL.2.6	L.2.1 L.2.1d L.2.1e L.2.1f L.2.2 L.2.2c L.2.2d L.2.3 L.2.4 L.2.4a L.2.5 L.2.5a L.2.5b

# Grade 2 Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 3</b></p> <p>Introduces spelling alternatives for vowel sounds, as well as various tricky spellings (spellings that can stand for more than one sound). Students practice writing a personal narrative. Grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. Students are also introduced to antonyms and synonyms.</p> <p><b>Anchor Text:</b> <i>Kids Excel</i></p> <p><b>Number of Lessons:</b> 25</p>	RL.2.1 RL.2.2 RL.2.4 RL.2.5 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.3 W.2.4 W.2.5 W.2.8 W.2.10	SL.2.1 SL.2.2 SL.2.6	L.2.1 L.2.1e L.2.1f L.2.2 L.2.2d L.2.2e L.2.3 L.2.3a L.2.4 L.2.4a L.2.5 L.2.5a L.2.5b L.2.6
<p><b>Unit 4</b></p> <p>Students are introduced to more spelling alternatives for vowel sounds, as well as three tricky spellings. Students practice persuasive writing as part of a friendly letter. In grammar, students review singular and regular plural nouns, as well as common and proper nouns. They are introduced to the formation of irregular plural nouns, as well as action verbs and to be verbs.</p> <p><b>Anchor Text:</b> <i>The Job Hunt</i></p> <p><b>Number of Lessons:</b> 25</p>	RL.2.1 RL.2.2 RL.2.5 RF.2.3 RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.2 W.2.3 W.2.5		L.2.1 L.2.1a L.2.1b L.2.1d L.2.1f L.2.2 L.2.2a L.2.2b L.2.2c L.2.2d
<p><b>Unit 5</b></p> <p>Introduces spelling alternatives for vowel sounds and the schwa sound. Students practice chunking phonemes as a means of reading multi-syllable words. They review grammar skills and learn about adjectives, as well as how to identify the subject and predicate in a complete sentence. Additionally, students continue to practice narrative writing by rewriting an ending to a story from their Student Reader.</p> <p><b>Anchor Text:</b> <i>Sir Gus</i></p> <p><b>Number of Lessons:</b> 30</p>	RL.2.1 RL.2.3 RL.2.5 RL.2.7 RF.2.3 RF.2.3a RF.2.3b RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.3 W.2.5	SL.2.1c	L.2.1 L.2.1a L.2.1b L.2.1d L.2.1e L.2.2 L.2.2a L.2.2c L.2.2d L.2.2e L.2.3 L.2.4 L.2.4a L.2.4c L.2.4e L.2.6

# Grade 2 Skills Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 6</b></p> <p>Introduces several new spelling alternatives for vowel and consonant sounds. Students review grammar skills and learn about adverbs. They also learn to distinguish complete from incomplete sentences, as well as how to identify and correct run-on sentences. Students are introduced to expository or report writing. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 3 teachers via the End-of-Year Summary sheet.</p> <p><b>Anchor Text:</b> <i>The War of 1812</i></p> <p><b>Number of Lessons:</b> 36</p>	RL.2.1 RL.2.10 RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.10 RF.2.3 RF.2.3a RF.2.3c RF.2.3d RF.2.3e RF.2.3f RF.2.4 RF.2.4a RF.2.4b RF.2.4c	W.2.1 W.2.2 W.2.5	SL.2.1 SL.2.2 SL.2.6	L.2.1 L.2.1d L.2.1e L.2.1f L.2.2 L.2.2c L.2.2d L.2.4 L.2.4a L.2.4e L.2.5 L.2.6



# CKLA Unit Summaries

## Grade 2 Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 1 Fairy Tales and Tall Tales</b></p> <p>Students are introduced to three classic fairy tales: “The Fisherman and His Wife,” “The Emperor’s New Clothes,” and “Beauty and the Beast.” They consider characteristic elements of fairy tales and consider problems faced by the characters as well as lessons each story conveys. Students then turn to the American frontier and tall tales about Paul Bunyan, Pecos Bill, John Henry, and Casey Jones. They learn about the characteristics of tall tales, such as exaggeration and larger-than-life characters.</p> <p><b>Number of Lessons: 8</b></p>	RL.2.1 RL.2.2 RL.2.3 RL.2.6 RL.2.7 RL.2.9 RL.2.10	W.2.3 W.2.7 W.2.8	SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.4 SL.2.6	L.2.1 L.2.3 L.2.4 L.2.4a L.2.4b L.2.5 L.2.5a L.2.6
<p><b>Domain 2 Early Asian Civilizations</b></p> <p>Students are introduced to the continent of Asia and its two most populous countries, India and China. Students learn about early India, the importance of the Indus and Ganges Rivers, and the basics of their culture. Students then explore early Chinese civilization and its lasting contributions, including paper, silk, and the Great Wall of China. In addition, students are introduced to related folktales and poetry, including “The Tiger, the Brahman, and the Jackal,” “The Blind Men and the Elephant,” and “The Magic Paintbrush.”</p> <p><b>Number of Lessons: 14</b></p>	RL.2.1 RL.2.2 RL.2.3 RL.2.6 RL.2.7 RL.2.10 RI.2.1 RI.2.2 RI.2.3 RI.2.7 RI.2.9 RI.2.10	W.2.2 W.2.3 W.2.5 W.2.7 W.2.8	SL.2.1 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.6	L.2.1 L.2.1b L.2.1d L.2.3 L.2.4 L.2.4b L.2.4c L.2.5 L.2.5a L.2.5b L.2.6
<p><b>Domain 3 The Ancient Greek Civilization</b></p> <p>Students explore the civilization of ancient Greece, which lives on in many ways—in our language, government, art and architecture, the Olympics, and more. Students learn about the city-states of Sparta and Athens, Greek democracy, the gods and goddesses of the ancient Greeks, and the philosophers Socrates, Plato, and Aristotle.</p> <p><b>Number of Lessons: 12</b></p>	RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RL.2.10 RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.7 RI.2.8 RI.2.9 RI.2.10	W.2.1 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8	SL.2.1 SL.2.1a SL.2.2 SL.2.3 SL.2.4 SL.2.6	L.2.1 L.2.2 L.2.3 L.2.4 L.2.4a L.2.4b L.2.5 L.2.5a L.2.5b L.2.6

# Grade 2 Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 4 Greek Myths</b></p> <p>Building on the Ancient Greek Civilization domain, students explore several well-known Greek myths and mythical characters, including Prometheus and Pandora, Demeter and Persephone, Arachne the Weaver, Oedipus and the Sphinx, Theseus and the Minotaur, and others. Students learn about common characteristics of myths and examine story elements in the myths.</p> <p><b>Number of Lessons:</b> 10</p>	RL.2.1 RL.2.2 RL.2.3 RL.2.5 RL.2.6 RL.2.7 RL.2.9 RL.2.10	W.2.3 W.2.5 W.2.6 W.2.8	SL.2.1 SL.2.1a SL.2.2 SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.1e L.2.2 L.2.4 L.2.4a L.2.4b L.2.4c L.2.5 L.2.5a L.2.6
<p><b>Domain 5 The War of 1812</b></p> <p>Students are introduced to major figures and events in the War of 1812, sometimes called America's second war for independence. Students learn about James and Dolley Madison, "Old Ironsides," "The Star-Spangled Banner," the Battle of New Orleans, and more, all of which build a foundation for more in-depth study in later grades.</p> <p><b>Number of Lessons:</b> 8</p>	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.7 RI.2.9 RI.2.10	W.2.1 W.2.2 W.2.7 W.2.8	SL.2.1 SL.2.1a SL.2.2 SL.2.4 SL.2.6	L.2.1 L.2.3 L.2.4 L.2.4a L.2.4c L.2.5 L.2.5a L.2.6
<p><b>Domain 6 Cycles in Nature</b></p> <p>Students are introduced to natural cycles that make life on Earth possible. Students will learn about seasonal cycles, plant and animal life cycles, and the water cycle. Students will also enjoy poems by Emily Dickinson and Robert Louis Stevenson.</p> <p><b>Number of Lessons:</b> 9</p>	RL.2.1 RL.2.4 RL.2.10 RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	W.2.2 W.2.3 W.2.5 W.2.7 W.2.8	SL.2.1 SL.2.1a SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.6	L.2.1 L.2.2 L.2.3 L.2.4 L.2.4d L.2.5 L.2.5b L.2.6
<p><b>Domain 7 Westward Expansion</b></p> <p>Students are introduced to an important period in the history of the United States—the time of westward expansion during the 1800s. Students explore why pioneers were willing to endure the hardships to move westward, and learn about innovations in transportation and communication, including the steamboat, the Transcontinental Railroad, and the Pony Express. Students also come to understand the hardships and tragedies that Native Americans endured because of westward expansion.</p> <p><b>Number of Lessons:</b> 9</p>	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.6 RI.2.7 RI.2.10	W.2.1 W.2.2 W.2.3 W.2.8	SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.2 L.2.3 L.2.4 L.2.4a L.2.4b L.2.5 L.2.5a L.2.6

# Grade 2 Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 8 Insects</b></p> <p>Students learn about the characteristics of insects, the largest group of animals on Earth. Students explore insect life cycles and social insects such as bees and ants. They consider helpful and harmful aspects of insects. This domain lays the foundation for more in-depth study in later grades of life cycles and animal classification.</p> <p><b>Number of Lessons: 8</b></p>	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	W.2.2 W.2.3 W.2.5 W.2.6 W.2.7 W.2.8	SL.2.1 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.6	L.2.1 L.2.1e L.2.2 L.2.3 L.2.4 L.2.4a L.2.4c L.2.5 L.2.5a L.2.6
<p><b>Domain 9 The U.S. Civil War</b></p> <p>This domain lays the foundation for more in-depth study in later grades of a critical period in American history. Students learn about the controversy between the North and the South over slavery. Students also become familiar with the achievements of key historical figures during this time, including Harriet Tubman, Clara Barton, Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee.</p> <p><b>Number of Lessons: 11</b></p>	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	W.2.3	SL.2.1 SL.2.1a SL.2.2 SL.2.4 SL.2.6	L.2.1 L.2.3 L.2.3a L.2.4 L.2.4a L.2.4c L.2.5 L.2.5a L.2.6
<p><b>Domain 10 Human Body: Building Blocks and Nutrition</b></p> <p>Students learn about Anton van Leeuwenhoek and his pioneering work with the microscope. They then proceed to explore a number of topics regarding the human body, including cells, tissues, organs, and body systems, with a focus on the digestive and excretory systems. In addition, students learn about good nutrition and other keys to good health.</p> <p><b>Number of Lessons: 9</b></p>	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.6 RI.2.7 RI.2.10	W.2.2 W.2.6 W.2.7	SL.2.1 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.1e L.2.3 L.2.4 L.2.4a L.2.4d L.2.5 L.2.5a L.2.6
<p><b>Domain 11 Immigration</b></p> <p>Students explore the idea of <i>e pluribus unum</i> and the importance of immigration in the history of the United States, with a focus on the great wave of immigration between 1880 and 1920. They learn reasons why people immigrated and why they settled in particular cities or regions. In learning about citizenship, students are introduced to basic knowledge about the Constitution and the Bill of Rights.</p> <p><b>Number of Lessons: 10</b></p>	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	W.2.2 W.2.3 W.2.7 W.2.8	SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6	L.2.1 L.2.2 L.2.3a L.2.4 L.2.4a L.2.4b L.2.4c L.2.5 L.2.5a L.2.6

# Grade 2 Knowledge Strand

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Domain 12 Fighting for a Cause</b></p> <p>Students learn about seven key figures who fought for a cause and, against great opposition, stood up for what they believed in: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez. Students explore the connection between ideas and actions and see how people can do extraordinary things to change a nation's understanding and actions.</p> <p><b>Number of Lessons: 9</b></p>	RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.6 RI.2.7 RI.2.8 RI.2.9 RI.2.10	W.2.1 W.2.5 W.2.6 W.2.7 W.2.8	SL.2.1 SL.2.1a SL.2.1b SL.2.2 SL.2.4 SL.2.6	L.2.1 L.2.2 L.2.4 L.2.4c L.2.4d L.2.5 L.2.5a L.2.5b L.2.6



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# Grade 3

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# CKLA Unit Summaries

## Grade 3

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 1 Classic Tales: <i>The Wind in the Willows</i></b></p> <p>Students explore classic tales from different parts of the world, including <i>The Wind in the Willows</i>, <i>Alice in Wonderland</i>, and “Aladdin and the Wonderful Lamp.” They study character development, themes, and narrative perspective, and they write text-based opinion paragraphs about characters and themes. Students review significant foundational skills, including short and long vowel sounds, r-controlled vowels, /er/ and its spelling, and syllables with ‘le.’ Students also complete a Beginning-of-Year assessment to measure their preparation for Grade 3 work.</p> <p><b>Anchor Text:</b> <i>Classic Tales</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.3.1 RL.3.2 RL.3.4 RL.3.6 RL.3.9 RF.3.3 RF.3.3c	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.2a W.3.3 W.3.3a W.3.3b W.3.3c W.3.3d W.3.4 W.3.5 W.3.6 W.3.7	SL.3.1 SL.3.1d SL.3.2 SL.3.4	L.3.2 L.3.4 L.3.5a L.3.6
<p><b>Unit 2 Animal Classification</b></p> <p>This unit continues students’ study of the natural world, explaining how scientists use animals’ characteristics to classify and study them. Students apply their knowledge through text-based discussions, informal writing exercises in which they classify animals according to their characteristics, and formal informational writing assignments in which they use evidence to classify a particular vertebrate. Students learn and practice alphabetizing words to the second and third letters, and they spell words with suffixes such as <i>-ed</i>, <i>-ing</i>, and <i>-es</i>. In grammar, students review nouns, verbs, adjectives, subjects, predicates, fragments, and run-on sentences. They study concrete and abstract nouns and write compound sentences by adding subjects and predicates to simple sentences. Students also learn the prefixes <i>un-</i>, <i>non-</i>, <i>re-</i>, and <i>pre-</i> and discuss how adding prefixes changes the meaning of root words and how the parts of speech of words may change.</p> <p><b>Anchor Text:</b> <i>Rattenborough’s Guide to Animals</i></p> <p><b>Number of Lessons:</b> 15</p>	RI.3.1 RI.3.2 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.4 RF.3.4a RF.3.4b RF.3.4c	W.3.1 W.3.1b W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.4 W.3.5 W.3.7 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1d SL.3.2 SL.3.4 SL.3.6	L.3.1 L.3.1a L.3.1c L.3.1d L.3.2 L.3.2b L.3.2e L.3.2f L.3.3a L.3.4 L.3.4a L.3.4b L.3.4c L.3.4d L.3.5 L.3.5a L.3.5b L.3.6

# Grade 3

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 3 The Human Body: Systems and Senses</b></p> <p>This unit immerses students in the study of the human body, building their scientific understanding of its skeletal, muscular, and nervous systems. Students read about the role of various body parts and organs associated with each system, such as bones, joints, muscles, nerves, the spinal cord, and the brain. Students also take an in-depth look at the senses of sight and hearing and the various body parts that enable these senses to function properly, and they learn about difficulties that may occur when vision and/or hearing are impaired and how people cope with these challenges. Students write paragraphs, focusing on sentence cohesion and sequence, identifying irrelevant sentences, and composing titles. They review the spelling of regular and irregular plural nouns, as well as adding –s or –es to certain verb forms, and they review changing the letter ‘f’ to ‘v’ and adding the suffix –es to create the plural form of words. This unit introduces students to pronouns and asks them to determine subject-verb agreement in sentences, recognizing the pattern of adding –s or –es to third person singular verbs. In this unit, students study the common prefixes <i>dis-</i> and <i>mis-</i> and review the prefixes <i>un-</i>, <i>non-</i>, <i>re-</i>, <i>pre-</i>, <i>dis-</i>, and <i>mis-</i>.</p> <p><b>Anchor Text:</b> <i>How Does Your Body Work?</i></p> <p><b>Number of Lessons:</b> 14</p>	RL.3.1 RI.3.1 RI.3.2 RI.3.4 RI.3.8 RI.3.10 RF.3.3a	W.3.2 W.3.2a W.3.2b W.3.2d W.3.4 W.3.8	SL.3.2	L.3.1a L.3.1b L.3.1e L.3.2f L.3.4b L.3.5a L.3.6

# Grade 3

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 4 The Ancient Roman Civilization</b></p> <p>Students dive into ancient Rome in this unit, studying its historical events and culture and reading the legend of Romulus and Remus about Rome’s founding and several myths about Roman gods and goddesses. They study the historical rise and fall of the Roman republic and empire, as well as key historical figures such as Hannibal, Julius Caesar, and Augustus. Students review the spelling patterns of r-controlled vowels as well as spellings of the sound /ee/. They review verb tenses and the verbs <i>to be</i> and <i>to have</i> as well as subject-verb agreement, learning to change the spelling of verbs to match various subjects. They also study the common suffixes <i>-er</i>, <i>-or</i>, <i>-ist</i>, <i>-ian</i>, <i>-y</i>, and <i>-al</i>, reviewing how suffixes change the meaning of root words and how they may change the part of speech of that word. Students develop their opinion writing skills in this unit, working on a range of opinion pieces that culminate in an opinion essay about Rome’s most significant cultural contribution.</p> <p><b>Anchor Text:</b> <i>Stories of Ancient Rome</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.6 RL.3.9 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.6 RI.3.7 RI.3.9 RI.3.10 RF.3.3a RF.3.3d RF.3.4 RF.3.4a	W.3.1 W.3.1a W.3.1b W.3.1d W.3.5 W.3.7 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.4 SL.3.5	L.3.1d L.3.1e L.3.1f L.3.2f L.3.2g L.3.4a L.3.4b L.3.4d L.3.5a L.3.5b L.3.6
<p><b>Unit 5 Light and Sound</b></p> <p>In this unit students learn the science behind light and sound, reading about light sources, shadows, mirrors, reflection, refraction, lenses, and color and studying the characteristics of sound and the human voice. They also read biographies of Alexander Graham Bell and Thomas Edison, famous inventors who worked with light and sound. Students spell words that include /ee/ and /ae/, and they learn to use guide words in dictionary searches. They review adverbs ending with <i>-ly</i>, study adverbs that tell when and where, and learn the meanings and usages of the conjunctions <i>and</i> and <i>but</i>. Students review the suffixes <i>-er</i>, <i>-or</i>, <i>-ist</i>, <i>-ian</i>, <i>-y</i>, and <i>-al</i>. In addition, students will learn the suffixes <i>-ous</i> and <i>-ly</i>. Students write newspaper articles in this unit, conducting research on their article topics and taking their writing through the steps of the writing process.</p> <p><b>Anchor Text:</b> <i>Adventures in Light and Sound</i></p> <p><b>Number of Lessons:</b> 17</p>	RL.3.1 RL.3.2 RL.3.4 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.7 RI.3.8 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.3b RF.3.3d RF.3.4 RF.3.4a RF.3.4b RF.3.4c	W.3.1 W.3.1b W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.3 W.3.3b W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.3 SL.3.4 SL.3.6	L.3.1 L.3.1a L.3.1h L.3.1i L.3.2 L.3.2e L.3.2f L.3.3 L.3.3a L.3.4 L.3.4a L.3.4b L.3.4d L.3.5a L.3.5b L.3.6

# Grade 3

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 6 The Viking Age</b></p> <p>This unit immerses students in the lives of the ancient Norse, using both informational and literary text to convey information about the Vikings, their culture, and their exploration. During this unit, students also participate in a Quest, an immersive, digital, narrative experience that helps them experience what life was like in Viking communities and work collaboratively to make decisions in the Viking manner. Students spell words with /k/ and /s/, learn the conjunction <i>because</i>, and work with the suffixes <i>-ly</i> and <i>-ive</i>. Student writing focuses on the characters about which they are reading; students compare and contrast characters, analyze them, and imagine new narratives for them. Students also complete a Mid-Year assessment in this unit, allowing teachers to measure their progress toward mastering grade-level standards.</p> <p><b>Anchor Text:</b> <i>Gods, Giants, and Dwarves</i></p> <p><b>Number of Lessons:</b> 11</p>	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.5 RL.3.7 RL.3.9 RL.3.10 RF.3.3 RF.3.3a RF.3.3b RF.3.3c RF.3.4 RF.3.4a RF.3.4b RF.3.4c	W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.3 W.3.3a W.3.3d W.3.4 W.3.5 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.4	L.3.1h L.3.1i L.3.2 L.3.2e L.3.2f L.3.2g L.3.3 L.3.4 L.3.4a L.3.4b L.3.4d L.3.5a L.3.6
<p><b>Unit 7 Astronomy: Our Solar System and Beyond</b></p> <p>Students learn about astronomy and the universe around us, reading about the sun, planets, our moon, asteroids, comets, meteors, galaxies, stars, and important figures in the history of space exploration, including Nicolaus Copernicus and Mae Jemison. They review words with spelling patterns /j/, /n/, /ae/, /k/, and /s/ and learn the conjunctions <i>so</i> and <i>or</i> as part of their continuing study of conjunctions. They also review the use of quotation marks in dialogue and learn about singular and plural possessive nouns and the correct punctuation needed for presenting items in a series. The formal writing piece for the Astronomy unit is a multiday informative writing project that describes a day in the life of an astronaut on the International Space Station. Students will gather information, take and organize notes, and use the writing process to plan, draft, revise, edit, and publish the final piece.</p> <p><b>Anchor Text:</b> <i>What's in Our Universe?</i></p> <p><b>Number of Lessons:</b> 20</p>	RL.3.1 RL.3.3 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.8 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.4 RF.3.4a RF.3.4b RF.3.4c	W.3.1 W.3.1b W.3.2 W.3.2a W.3.2b W.3.2c W.3.2d W.3.3 W.3.3b W.3.4 W.3.5 W.3.6 W.3.7 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1d SL.3.2 SL.3.4 SL.3.6	L.3.1 L.3.1a L.3.1h L.3.1i L.3.2 L.3.2c L.3.2d L.3.2e L.3.2f L.3.3a L.3.4b L.3.4d L.3.5a L.3.6

# Grade 3

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 8 Native Americans: Regions and Cultures</b></p> <p>Students read how Native Americans spread through the continents, changing their ways of life as they did so. They learn about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic. Students review words with /ə/ and /sh/ + /ə/ + /n/ spelled 'tion.' They study possessive nouns and pronouns, plural possessive nouns not ending in 's' or 'es,' and singular and plural possessive nouns. They also learn the difference between the possessive pronoun <i>its</i> and the contraction <i>it's</i>. Students learn the suffixes <i>-ish</i>, <i>-ness</i>, <i>-able</i>, and <i>-ible</i>. Students use writing to compare and contrast, assemble information, and reflect on what they have learned.</p> <p><b>Anchor Text:</b> <i>Native American Stories</i></p> <p><b>Number of Lessons:</b> 13</p>	RL.3.1 RL.3.3 RL.3.4 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.5 RI.3.7 RI.3.8 RI.3.9 RF.3.3 RF.3.3a RF.3.4 RF.3.4a RF.3.4b	W.3.3c W.3.8	SL.3.1d SL.3.2 SL.3.5	L.3.1i L.3.2d L.3.2f L.3.2g L.3.3b L.3.4 L.3.4b L.3.4d L.3.6
<p><b>Unit 9 Early Explorations of North America</b></p> <p>Students in this unit explore reasons for European exploration, what exploration was like, and who went exploring. They read about aspects of navigation, life on a ship, the journeys of and locations reached by specific explorers, explorers' interactions with native people, and lasting contributions as a result of European exploration. Students spell words with /ue/, /oo/, and /f/. They practice using sentence context to determine word meanings and then consulting a dictionary to see if the definition matches the usage of the word in a sentence. They write sentences to match specific definitions and practice the linking words <i>for example</i>, <i>in the same way</i>, and <i>in contrast</i>. Students are also introduced to comparative and superlative adjectives using the suffixes <i>-er</i> and <i>-est</i> as well as <i>more</i> and <i>most</i>; they also learn about irregular comparative and superlative adjectives. Students study the prefixes <i>pro-</i> and <i>anti-</i> and review the suffixes <i>-ish</i>, <i>-ness</i>, <i>-able</i>, and <i>-ible</i>. Students write text-based opinion pieces explaining who they believe was the most important explorer they have studied.</p> <p><b>Anchor Text:</b> <i>The Age of Exploration</i></p> <p><b>Number of Lessons:</b> 14</p>	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.6 RI.3.7 RI.3.8 RI.3.9 RI.3.10 RF.3.3a RF.3.4a RF.3.4c	W.3.1 W.3.1a W.3.1b W.3.1c W.3.2c W.3.4 W.3.8	SL.3.1 SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.3 SL.3.4 SL.3.5	L.3.1 L.3.1g L.3.2 L.3.2e L.3.2f L.3.4 L.3.4b L.3.4c L.3.4d L.3.5 L.3.6

# Grade 3

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 10 Colonial America</b></p> <p>Throughout this unit students learn about different colonies in early America, including how each colony was started, what life was like when people first arrived, and progress colonists made in the few years after the land was initially settled. Students observe similarities and differences among the colonies in North Carolina, Virginia, South Carolina, Massachusetts, New Jersey, and Pennsylvania. Students spell words with / e/, / e/ + /l/, /sh/ + / e/ + /n/, /ue/, /oo/, /f/, /oi/, and /ou/. Students also practice dictionary skills, identifying entry words and their definitions, parts of speech, and affixed root words and then selecting the correct form of the word to use in a sentence. They practice comparative and superlative adjectives and learn comparative and superlative adverbs, subject pronouns and their antecedents, and object pronouns and their antecedents. Students learn the common prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i>. During the unit, students practice formal and informal narrative writing. They learn about and apply characteristics of narratives to their own stories, including building a plot, developing characters, using dialogue, and creating an ending. They write a narrative using the writing process by planning, drafting, revising, editing, and publishing.</p> <p><b>Anchor Text:</b> <i>Living in Colonial America</i></p> <p><b>Number of Lessons:</b> 16</p>	RL.3.1 RL.3.2 RL.3.3 RL.3.4 RL.3.7 RL.3.10 RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.9 RI.3.10 RF.3.3 RF.3.3a RF.3.4 RF.3.4a RF.3.4b RF.3.4c	W.3.3 W.3.3a W.3.3b W.3.3c W.3.4 W.3.5 W.3.7 W.3.8 W.3.10	SL.3.1 SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.2 SL.3.3 SL.3.4 SL.3.6	L.3.1 L.3.1a L.3.1f L.3.1g L.3.1i L.3.2 L.3.2a L.3.2e L.3.2f L.3.3 L.3.4 L.3.4a L.3.4b L.3.4c L.3.4d L.3.5a L.3.6
<p><b>Unit 11 Ecology</b></p> <p>Students learn about different aspects of ecology, including food chains, the balance of nature, changes to the environment, and protecting the environment. Students also read a biography of John Muir. They spell words with /aw/, /oi/, /ou/, and /aw/. They focus on word meanings and parts of speech found in dictionary entries, and they practice subject and object pronouns and comparative and superlative adjectives and adverbs. Students review the prefixes <i>uni-</i>, <i>bi-</i>, <i>tri-</i>, <i>multi-</i>, <i>over-</i>, <i>mid-</i>, and <i>under-</i>. Students write Ecologist's Journals in which they summarize what they have learned, apply concepts from the reading to examples from their lives or research, and extend the knowledge in creative ways. Students also complete an End-of-Year assessment to measure their progress throughout the academic year.</p> <p><b>Anchor Text:</b> <i>Introduction to Ecology</i></p> <p><b>Number of Lessons:</b> 12</p>	RI.3.1 RI.3.2 RI.3.3 RI.3.4 RI.3.7 RI.3.8 RI.3.10 RF.3.3 RF.3.3a RF.3.3b RF.3.3c RF.3.3d RF.3.4a RF.3.4c	W.3.2a W.3.2b W.3.2c W.3.3a W.3.4 W.3.8 W.3.10	SL.3.1a SL.3.1b SL.3.1c SL.3.1d SL.3.4 SL.3.6	L.3.1 L.3.1a L.3.1f L.3.1g L.3.1i L.3.2a L.3.2b L.3.2c L.3.2e L.3.2f L.3.2g L.3.4 L.3.4a L.3.4d L.3.6



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# Grade 4

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# CKLA Unit Summaries

## Grade 4

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 1 Personal Narrative</b></p> <p>This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include events proceeding in a logical sequence, dialogue that shows character, vivid descriptive language, characters with defining traits, sensory details, figurative language, and writing strong introductions and conclusions. Students also take a Beginning-of-Year assessment to evaluate their preparedness for Grade 4 instruction.</p> <p><b>Anchor Text:</b> <i>Personal Narratives</i></p> <p><b>Number of Lessons:</b> 15</p>	RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RI.4.10	W.4.1 W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1b SL.4.1c SL.4.2 SL.4.3 SL.4.4	L.4.1 L.4.2 L.4.2b L.4.3a L.4.4 L.4.4 L.4.5a L.4.5c L.4.6
<p><b>Unit 2 Empires in the Middle Ages</b></p> <p>The Empires in the Middle Ages unit covers the history of both the Middle Ages in Europe and the Islamic Medieval Empires. While part 1 deals primarily with the events of western Europe and the relationship between the Christian Church and the rulers of the region, the concurrent part 2 looks at events in another part of the world (particularly in what is now called the Middle East). Students practice taking notes from informational text, writing an informative, explanatory paragraph, and writing a persuasive paragraph. They describe the functions of and relationship between nouns and adjectives as well as between adverbs and verbs, form and use prepositional phrases, identify parts of speech, correctly use subject and predicate, and correct sentence fragments or run-on sentences by revising them into complete sentences. They practice writing the four different kinds of sentence and using the progressive verb tense. Students work with the prefixes <i>un-</i>, <i>non-</i>, and <i>en-</i>, the root words <i>arch</i> and <i>graph</i>, and the suffix <i>-y</i>.</p> <p><b>Anchor Texts:</b> <i>Empires in the Middle Ages</i></p> <p><b>Number of Lessons:</b> 25</p>	RL.4.2 RL.4.9 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.8 RI.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.1 W.4.1a W.4.1c W.4.1d W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.3 W.4.4 W.4.5 W.4.7 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	L.4.1 L.4.1b L.4.1e L.4.1f L.4.1g L.4.2a L.4.2b L.4.2d L.4.3 L.4.3a L.4.3c L.4.4 L.4.4a L.4.4b L.4.4c L.4.5b L.4.5c L.4.6

# Grade 4

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 3 Poetry</b></p> <p>This unit gives students tools and strategies for approaching poetry, training them in the methods and devices poets use and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Harryette Mullen. The poets come from many backgrounds and nations; the poets included are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. A key aspect of the Poetry unit is encouraging and equipping students to write original poems. This allows for creative and imaginative expression, but it also affords students the opportunity to implement the poetic devices they have learned in the reading components of each lesson. The writing portion of the unit allows students to apply their new poetry knowledge, further solidifying their understanding of the craft of poetry. Throughout this unit, students will practice using the poetic devices exemplified by each poem. They will compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration; and plan, draft, and revise several original poems inspired by the poems studied in this unit.</p> <p><b>Anchor Text:</b> <i>Poet's Journal</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.10 RI.4.1 RI.4.3 RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.1 W.4.3 W.4.4 W.4.5 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4	L.4.1 L.4.2 L.4.2d L.4.3 L.4.3a L.4.4 L.4.4a L.4.4c L.4.5 L.4.5a L.4.6

# Grade 4

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 4 Eureka! Student Inventor</b></p> <p>Eureka! Student Inventor Quest, a narrative-driven unit that immerses students in close reading adventures. Through them, students read complex literary and informational texts and consistently demonstrate their ability to find evidence and use it appropriately. Over the course of the Quest, students write routinely in opinion, informational, and narrative modes, adjusting style for the task and audience indicated. In Eureka! Student Inventor, students read a range of informational texts about inventors, inventions, and the process of creation. In addition to close readings, students analyze objects and situations in the world around them, identify problems, create evidence-based solutions, and ultimately become inventors themselves. By routinely writing informational and opinion pieces, students practice research, observation, communication, and persuasion. They also engage in a range of collaborative discussions, sharing ideas and working in teams with defined roles and agreed-upon rules. Students read biographical articles about eight inventors, detailed histories of important inventions, and scientific explanations of simple machines. Comprehension and collaboration skills are developed throughout, as students establish rules for group work and work together on building, reading about, and presenting inventions. Students make oral presentations about their inventions and demonstrate how and what they have learned from their peers' presentations. Audio and video components, as well as teacher-read texts, give students opportunities to practice active listening.</p> <p><b>Anchor Text:</b> <i>Eureka! Files</i></p> <p><b>Number of Lessons:</b> 10</p>	RL.4.1 RL.4.3 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.9 RI.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4c	W.4.1 W.4.1a W.4.1ab W.4.1d W.4.2 W.4.3 W.4.3a W.4.3b W.4.3c W.4.3e W.4.4 W.4.5 W.4.8 W.4.9 W.4.9a W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	L.4.1 L.4.1f L.4.2 L.4.2a L.4.2d L.4.3 L.4.3a L.4.3c L.4.4 L.4.4a L.4.4c L.4.6

# Grade 4

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 5 Geology</b></p> <p>This unit focuses on the composition of the earth and the forces that change Earth’s surface. Students learn about the theory of plate tectonics and how it explains the presence of volcanoes, mountains, underwater trenches, ridges, and other geological features. Students will also study geological processes like rock formation, weathering, and erosion in order to understand how the earth changes over time and why it looks the way it does. They review the stages of the writing process, examine and explain similes, draft an informational pamphlet about tsunamis, write a wiki entry about a specific volcano, and create a descriptive paragraph about a type of rock or item in the rock cycle, incorporating literary devices such as alliteration, personification, and simile. Students also work with the suffix <i>-ly</i> and the root word <i>rupt</i> and practice sequencing adjectives and proper use of commas and quotation marks. This unit includes a Mid-Year assessment to track student progress towards grade-level standards mastery.</p> <p><b>Anchor Text:</b> <i>The Changing Earth</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.7 RL.4.9 RL.4.10 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.7 RI.4.8 RI.4.9 RI.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4.b RF.4.4.c	W.4.2 W.4.2a W.4.2b W.4.2d W.4.2e W.4.3 W.4.4 W.4.5 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1d	L.4.1 L.4.1d L.4.1f L.4.2 L.4.2a L.4.2b L.4.2d L.4.3 L.4.3a L.4.4 L.4.4a L.4.4b L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c L.4.6
<p><b>Unit 6 Contemporary Fiction:</b> <i>The House on Mango Street</i></p> <p>This unit leads students into a deep dive on narrative literature and writing, using excerpts from <i>The House on Mango Street</i> as its anchor text. Throughout this unit, students read closely and analyze the text, then practice using literary elements they have explored in each vignette from the Reader—for example, the use of detailed descriptions, the building of aspiration as a theme, and the contrast between the protagonists’ perceptions and the perceptions of others. The unit asks students to compose a multi-chapter narrative; they build their stories throughout several lessons devoted to planning, drafting, and revising their work. In addition, students practice opinion writing using evidence from the text.</p> <p><b>Anchor Text:</b> <i>Writer’s Journal, with excerpts from The House on Mango Street</i></p> <p><b>Number of Lessons:</b> 13</p>	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.6 RL.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.1 W.4.1a W.4.ab W.4.3 W.4.3a W.4.3b W.4.3d W.4.3e W.4.4 W.4.5 W.4.8 W.4.9 W.4.9a W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.4	L.4.1 L.4.2 L.4.2d L.4.3 L.4.4 L.4.4.a L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c L.4.6

# Grade 4

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 7 American Revolution</b></p> <p>This unit centers around the big idea that disagreements about principles of government led colonists in North America to seek independence from Great Britain. The causes, major figures, and consequences of the American Revolution provide a framework for understanding both what caused the thirteen colonies to break away and become an independent nation and what significant ideas and values were at the heart of the American Revolution. Students review the stages of the writing process, enact and record key information from vignettes corresponding to the causes of the American Revolution, and develop a five-paragraph cause and effect essay. Students learn the prefixes <i>im-</i> and <i>in-</i>, the suffixes <i>-ible</i> and <i>-able</i>, and the root word <i>port</i>. They also learn modal auxiliary verbs and continue developing their use of commas and quotation marks and employing correct subject-verb agreement.</p> <p><b>Anchor Text:</b> <i>The Road to Independence</i></p> <p><b>Number of Lessons:</b> 17</p>	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RI.4.1 RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RI.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.1 W.4.1a W.4.1b W.4.1c W.4.2 W.4.2a W.4.2b W.4.2c W.4.2d W.4.2e W.4.3b W.4.4 W.4.5 W.4.7 W.4.8 W.4.9 W.4.9a W.4.9b W.4.10	SL.4.1 SL.4.1a SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.3 SL.4.4 SL.4.5 SL.4.6	L.4.1 L.4.1a L.4.1c L.4.1f L.4.2 L.4.2a L.4.2b L.4.2d L.4.3 L.4.3a L.4.3c L.4.4a L.4.4b L.4.4c L.4.5 L.4.5a L.4.5b L.4.5c L.4.6
<p><b>Unit 8 Treasure Island</b></p> <p>This unit examines the fiction genre through a classic novel, <i>Treasure Island</i>. Students focus on character development, setting, plot, and literary devices while reading an abridged version of Robert Louis Stevenson’s popular adventure story. They also trace the development of plot, characters, and literary elements over the course of the novel and engage in an extended writing project while continuing to practice the various stages of the writing process. Students draft a character sketch, then write, publish, and share an original adventure story. Throughout these writing activities students focus on character development, dialogue, verb choice, and revision methods. Students learn relative pronouns, the suffixes <i>-ful</i> and <i>-less</i> and the root word <i>bio</i>. They also continue working with modal auxiliary verbs and coordinating conjunctions.</p> <p><b>Anchor Text:</b> <i>Treasure Island</i></p> <p><b>Number of Lessons:</b> 19</p>	RL.4.1 RL.4.2 RL.4.3 RL.4.4 RL.4.10 RF.4.3 RF.4.3a RF.4.4 RF.4.4a RF.4.4b RF.4.4c	W.4.3 W.4.3a W.4.3b W.4.3c W.4.3d W.4.3e W.4.4 W.4.5 W.4.6 W.4.8 W.4.9 W.4.10	SL.4.1 SL.4.1b SL.4.1c SL.4.1d SL.4.2 SL.4.6	L.4.1 L.4.1a L.4.1c L.4.1f L.4.1g L.4.2 L.4.2a L.4.2b L.4.2c L.4.2d L.4.3 L.4.3a L.4.3b L.4.3c L.4.4 L.4.4a L.4.4b L.4.4 L.4.5 L.4.5a L.4.5b L.4.5c L.4.6





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# Grade 5

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# CKLA Unit Summaries

## Grade 5

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 1 Personal Narrative</b></p> <p>This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives, identifying the elements of the genre and, throughout the unit, using these elements in writing a variety of their own personal narratives. These elements include a logical sequence of events, dialogue, vivid descriptive language, sensory details, figurative language, and images that accompany a written text. Examining the genre in this way will help students build their knowledge of descriptive writing. A primary goal of the unit is for students to write frequently and, indeed, to begin to identify themselves as writers. To this end, students write every day, often full-paragraph or multi-paragraph narratives, in a low-stakes environment that encourages students to develop their writing skills. Most of the writing assignments are connected to practicing a skill, such as writing dialogue or using strong descriptive verbs, which students will have studied in connection with the narratives they are reading. In addition, over the course of the unit, students will have multiple opportunities to share their writing in safe and supportive sessions, with their classmates offering concrete and positive feedback. Students also complete a Beginning-of-Year assessment that measures their preparation for Grade 5 work.</p> <p><b>Anchor Text:</b> <i>Personal Narratives</i></p> <p><b>Number of Lessons:</b> 15</p>	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.6 RI.5.8 RI.5.10 RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.1 W.5.1b W.5.3 W.5.3a W.5.3b W.5.3d W.5.3e W.5.4 W.5.5 W.5.6 W.5.7 W.5.9b W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.3 SL.5.4 SL.5.5	L.5.1 L.5.2 L.5.2d L.5.2e L.5.3 L.5.3a L.5.3b L.5.4 L.5.4a L.5.4c L.5.5 L.5.5a L.5.5c L.5.6

# Grade 5

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 2 Early American Civilizations</b></p> <p>This unit orients students to the geography, climate, flora, and fauna of the Americas while presenting an overall history and timeline highlighting the rise and fall of the Maya, Aztec, and Inca civilizations. In addition, the unit describes innovations and discoveries of the Maya, Aztec, and Inca and features myths from these ancient civilizations. Students review the stages of the writing process and use information from the text to compare and contrast the Maya, Aztec, and Inca civilizations and create an informative or explanatory project, the Codex Project, that encompasses all three civilizations. Students plan and draft a paragraph about the Maya and practice paraphrasing and note-taking, plan and draft a paragraph about the Aztec and incorporate images into their work, practice using linking words and phrases to compare the Maya and the Aztec, and plan and draft a paragraph about the Inca. Students edit their writing then integrate their writing and images to complete their Codex Project. They study the root word <i>tract</i> and the prefixes <i>ir-</i>, <i>inter-</i>, and <i>il-</i>. Students also practice properly using subjects and predicates, distinguishing between action verbs and linking verbs, and correcting run-on sentences. They also learn about words and phrases that compare and contrast.</p> <p><b>Anchor Text:</b> <i>Maya, Aztec, and Inca</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.5.2 RL.5.3 RL.5.4 RL.5.7 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.8 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.2 W.5.2a W.5.2b W.5.2b W.5.2c W.5.2d W.5.2e W.5.3 W.5.4 W.5.5 W.5.8 W.5.9	SL.5.1 SL.5.1a SL.5.1b SL.5.1d SL.5.2 SL.5.4	L.5.1 L.5.2a L.5.2e L.5.3 L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5a L.5.5b L.5.5c L.5.6

# Grade 5

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 3 Poetry</b></p> <p>This unit teaches students tools and strategies for approaching poetry, training them in the methods and devices poets use, and equipping them to read and interpret both formal and free verse poems. It gives them continual opportunities to create poems themselves, allowing them to practice what they have learned. The poems in this unit are drawn from various literary traditions over the last several centuries, and they range from William Blake’s 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. Throughout the unit, students practice close reading and writing. They learn about many of the formal elements of poetry as they identify those elements arising organically from the text. They also pair that work with writing poetry themselves, which allows them to demonstrate their understanding and analysis of the poems through creative application and to become detailed writers. In turn, this bolsters their ability to analyze others’ writing. These activities offer students a number of tools with which to approach poetry, building their confidence to interpret poems and their engagement in the task.</p> <p><b>Anchor Text:</b> <i>Poet’s Journal</i></p> <p><b>Number of Lessons:</b> 13</p>	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.9 RL.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4b RF.5.4c	W.5.3 W.5.3a W.5.3b W.5.3d W.5.4 W.5.5 W.5.10	SL.5.1 SL.5.1b SL.5.1c SL.5.1d SL.5.2	L.5.1 L.5.2 L.5.3 L.5.4 L.5.4a L.5.4c L.5.5 L.5.5a L.5.6

# Grade 5

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 4 Adventures of Don Quixote</b></p> <p>In this unit students focus on character and plot, as well as on literary elements such as characterization, while reading a full-length, adapted version of <i>Adventures of Don Quixote</i>. They trace the development of plot, characters, and literary elements over the course of the novel, which exposes them to the culturally relevant aspects of the classic novel such as the quixotic nature of the primary character; the relationship between Don Quixote and his sidekick, Sancho Panza; and episodes such as the one involving windmills. Students write a four-paragraph persuasive essay arguing whether they think Don Quixote's good intentions justify his often calamitous actions; they support their claims with reasons and evidence from the text. They learn how to use commas in a series, and they continue developing subject-verb agreement and using words that compare and contrast. They also learn the suffix <i>-ness</i> and the root word <i>vac</i>.</p> <p><b>Anchor Text:</b> <i>Adventures of Don Quixote</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.9 RL.5.10 RI.5.8 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.1 W.5.1a W.5.1b W.5.1c W.5.1d W.5.2a W.5.2b W.5.3b W.5.4 W.5.5 W.5.6 W.5.8 W.5.9 W.5.9a W.5.9b W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.3 SL.5.6	L.5.1 L.5.1c L.5.1d L.5.2 L.5.2a L.5.2e L.5.3 L.5.3a L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5a L.5.5b L.5.5c L.5.6
<p><b>Unit 5 The Renaissance</b></p> <p>This unit provides students with a broad exposure to the art and literature of the Renaissance through the works of renowned masters such as Leonardo da Vinci, Michelangelo, Raphael, Donatello, Brunelleschi, Botticelli, Bruegel, Dürer, Van Eyck, Machiavelli, Castiglione, Cervantes, and Shakespeare. Students learn that the Renaissance was a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class, which allowed merchants and businessmen to support artists as their patrons. While studying the Renaissance, students review the past tense of verbs and recognize improper use of verb tenses. They also develop their understanding of prepositional phrases and correlative conjunctions. Students study the root word <i>serv</i> and the prefixes <i>im-</i>, <i>ex-</i>, and <i>in-</i>.</p> <p><b>Anchor Text:</b> <i>Patrons, Artists, and Scholars</i></p> <p><b>Number of Lessons:</b> 19</p>	RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.7 RI.5.8 RI.5.9 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3 W.5.3a W.5.3d W.5.4 W.5.5 W.5.7 W.5.8 W.5.9 W.5.9b W.5.10	SL.5.1 SL.5.2 SL.5.3 SL.5.4	L.5.1 L.5.1a L.5.1c L.5.1e L.5.2 L.5.2e L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5b L.5.5c L.5.6

# Grade 5

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 6 The Reformation</b></p> <p>This unit teaches students about the Reformation, a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. Students learn how Gutenberg’s invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther’s and others’ ideas to spread quickly. They write a friendly letter, and they plan and create a slide presentation. Students practice the suffix <i>-ist</i> and the prefix <i>en-</i>. They also learn interjections and review correlative conjunctions, prepositional phrases, and active and linking verbs. This unit also includes a Mid-Year assessment to measure student progress on Grade 5 material.</p> <p><b>Anchor Text:</b> <i>Shifts in Power</i></p> <p><b>Number of Lessons:</b> 10</p>	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.8 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4c	W.5.2 W.5.2d W.5.2e W.5.4 W.5.5 W.5.6 W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.4 SL.5.5	L.5.1 L.5.1a L.5.1c L.5.1d L.5.1e L.5.2 L.5.2e L.5.3 L.5.3a L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5a L.5.5b L.5.5c L.5.6
<p><b>Unit 7 A Midsummer Night’s Dream</b></p> <p>The <i>A Midsummer Night’s Dream</i> unit is an immersive Quest that treats Shakespeare’s comedy as both literature and a living text for interpretation and performance. Over the course of the Quest students read, write, act, direct, design, and watch scenes from <i>A Midsummer Night’s Dream</i>. Students think about scenes through the frames of character action (what a character wants, what stands in his or her way, what he or she will do to achieve it) and character traits (what a character’s actions tell us about him or her, what adjectives we would use to describe this character) while exploring Shakespeare’s brilliant language. Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and engage their imaginations, as well as their skills in reading, writing, speaking, and listening. This Quest highlights writing and performance activities, asking students to write text-based pieces in which they offer advice to the play’s various characters and to memorize and perform a selection of the text.</p> <p><b>Anchor Text:</b> <i>A Midsummer Night’s Dream</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.5.1 RL.5.2 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.7 RL.5.10 RI.5.1 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4b RF.5.4c	W.5.1 W.5.1b W.5.2 W.5.2b W.5.3 W.5.3b W.5.4 W.5.6 W.5.8 W.5.9 W.5.9a W.5.10	SL.5.1 SL.5.1a SL.5.ab SL.5.1d SL.5.4 SL.5.6	L.5.1 L.5.2 L.5.2e L.5.3 L.5.3b L.5.4 L.5.4a L.5.4c L.5.5 L.5.6

# Grade 5

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 8 Native Americans</b></p> <p>This unit teaches students how Native Americans were intricately and intimately connected to their landscape and explores how the policies of the American government in the 1800s and contact with settlers, missionaries, traders, and explorers affected Native American cultures and their relationship with the land. Students write a persuasive essay in which they argue that a chosen image best shows the connection between Native Americans and the land. In this writing, students focus on note-taking, incorporating evidence, and crafting an argument; they also revise, edit, and share their writing. Students continue practicing correct verb tenses and learn transition words that indicate time or a sequence of events. They learn to use formatting to indicate titles, and they work on comma placement in sentences including tag questions, direct address, and similar constructions. They also learn the root word <i>mem</i>, the prefix <i>fore-</i>, and the suffixes <i>-tion</i> and <i>-sion</i>.</p> <p><b>Anchor Text:</b> <i>A Changing Landscape</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.5.1 RL.5.3 RL.5.6 RL.5.9 RL.5.10 RI.5.1 RI.5.3 RI.5.4 RI.5.6 RI.5.7 RI.5.8 RI.5.10 RF.5.3 RF.5.4	W.5.1a W.5.1b W.5.1c W.5.1d W.5.2 W.5.2d W.5.3 W.5.3c W.5.4 W.5.5 W.5.8 W.5.9 W.5.9a W.5.9b W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.3	L.5.1c L.5.1d L.5.2 L.5.2b L.5.2c L.5.2d L.5.2e L.5.3 L.5.4 L.5.4a L.5.4b L.5.4c L.5.5a L.5.6



# Grade 5

Unit Summary	CCSS Focus Standards			
	Reading	Writing	Speaking & Listening	Language
<p><b>Unit 9 Chemical Matter</b></p> <p>In this unit, students learn chemical content through a fictional work, <i>The Badlands Sleuth</i>, which tells the story of a fossil dig in which a number of fossils go missing and the protagonist, Amy, must use the chemistry she is learning to solve the mystery. Because the unit is both literary and informational, writing tasks vary accordingly. The key skills that students build on in this unit include appropriate organization of content for a range of purposes, combining informational and literary details, applying recently learned insights to convey information and understanding to others, integrating information from multiple sources to explain concepts and ideas, and revising writing in response to peer feedback. The culminating writing task for this unit asks students to write Amy's next case: another detective story which uses scientific content to solve a mystery. At the conclusion of the unit, students complete an End-of-Year assessment to measure their progress throughout the academic year.</p> <p><b>Anchor Text:</b> <i>The Badlands Sleuth</i></p> <p><b>Number of Lessons:</b> 15</p>	RL.5.1 RL.5.3 RL.5.4 RL.5.5 RL.5.6 RL.5.9 RL.5.10 RI.5.1 RI.5.2 RI.5.3 RI.5.4 RI.5.5 RI.5.7 RI.5.8 RI.5.9 RI.5.10 RF.5.3 RF.5.3a RF.5.4 RF.5.4a RF.5.4c	W.5.1 W.5.1a W.5.1b W.5.1d W.5.2 W.5.2a W.5.2b W.5.2c W.5.2d W.5.2e W.5.3 W.5.3a W.5.3b W.5.3c W.5.3d W.5.3e W.5.4 W.5.5 W.5.6 W.5.7 W.5.8 W.5.9 W.5.10	SL.5.1 SL.5.1a SL.5.1b SL.5.1c SL.5.1d SL.5.2 SL.5.3 SL.5.4 SL.5.6	L.5.1 L.5.1b L.5.2 L.5.2b L.5.2c L.5.2e L.5.3 L.5.3a L.5.4 L.5.4a L.5.4b L.5.4c L.5.5 L.5.5a L.5.6

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