

**Amplify Core Knowledge Language Arts 2nd Edition
Grade 1 Curriculum Map**

Knowledge Domain 1: Fables and Stories

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension through “Somebody Wanted But So Then” strategy • Set a purpose for listening and understand the meaning behind sayings and phrases • Begin to explore the genre of narrative writing • Domain Assessment 			
<p>Unit Length: 10 Days</p> <p>Anchor Text: <i>Fables and Stories</i> (Read-Aloud)</p> <p>Text Type: Literary</p> <p>Lexile: 770L</p>				<p>Big Ideas</p> <ul style="list-style-type: none"> • Fables and stories have delighted generations of people around the world and are essential for cultural literacy. • They contain valuable lessons about ethics and behavior, and students will develop an understanding of different types of fiction. • This domain helps students develop a strong foundation for the understanding and enjoyment of fiction. 			
<p>Standards Instructed</p>				<p>Standards Assessed</p>			
<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>	<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>
<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.CS.4 1.RL.IKI.7 1.RL.IKI.9 1.RL.RRTC.10</p>	<p>1.W.TTP.3 1.W.RBPK.7 1.W.RBPK.8</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.CC.3 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6g 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7c</p>	<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3</p>	<p>1.W.RBPK.7 1.W.RBPK.8</p>		<p>1.FL.SC.6 1.FL.SC.6g</p>

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Knowledge Domain 2: The Human Body

Unit Summary 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.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension through “Somebody Wanted But So Then” strategy • Set a purpose for listening and identify important information in a text • Explore informational writing through collecting and synthesizing information in a group then recording it into a body systems booklet • Domain Assessment 			
Unit Length: 10 Days				Anchor Text: <i>The Human Body</i> (Read-Aloud) Text Type: Informational Lexile: 790L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RI.KID.1 K.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.IKI.7 1.RI.IKI.9 1.RI.RRTC.10	1.W.TTP.2 1.W.RBPK.7	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7biii 1.FL.VA.7c	1.RI.KID.1 K.RI.KID.2 1.RI.KID.3 1.RI.IKI.7	1.W.TTP.2		

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Knowledge Domain 3: Different Lands, Similar Stories

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension through “Somebody Wanted But So Then” strategy • Set a purpose for listening and make text-to-text connections • Retell stories using story grammar and a correct sequence of events • Compare and contrast fairy tales and folktales • Domain Assessment 			
<p>Unit Length: 9 Days</p>				<p>Anchor Text: <i>Different Lands, Similar Stories</i> (Read-Aloud)</p> <p>Text Type: Literary</p> <p>Lexile: 770L</p>			
<p>Standards Instructed</p>				<p>Standards Assessed</p>			
<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>	<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>
<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.IKI.7 1.RL.IKI.9 1.RL.RRTC.10</p>		<p>1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6g 1.FL.VA.7a 1.FL.VA.7b 1.FL.VA.7biii 1.FL.VA.7c</p>	<p>1.RL.KID.3 1.RL.IKI.9</p>			

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Knowledge Domain 4: Early World Civilizations

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension through “Somebody Wanted But So Then” strategy • Set a purpose for listening and identify important information in a text • Explore informational writing by collecting information and recording it in timelines, graphic organizers, and using the information to write a paragraph • Domain Assessment 			
<p>Unit Length: 16 Days</p> <p>Anchor Text: <i>Early World Civilizations</i> (Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 950L</p>				<p>Big Ideas</p> <ul style="list-style-type: none"> • Civilizations have fundamental features, including cities and government, forms of communication, and religion. • The Tigris and Euphrates rivers were vital to the establishment of Mesopotamia, from which we received the earliest form of writing and first codification of laws. • Egypt was founded on the Nile river, and its contributions include hieroglyphics, pharaohs, pyramids, and the significance of mummification. 			
<p>Standards Instructed</p>				<p>Standards Assessed</p>			
<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>	<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>
<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.CS.6 1.RL.IKI.7 1.RL.RRTC.10 1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.5 1.RI.IKI.7 1.RI.IKI.9 1.RI.RRTC.10</p>	<p>1.W.TTP.2 1.W.TTP.3 1.W.RBPK.7 1.W.RBPK.8</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6c 1.FL.SC.6h 1.FL.VA.7a 1.FL.VA.7aⁱⁱ 1.FL.VA.7b 1.FL.VA.7bⁱ 1.FL.VA.7bⁱⁱ 1.FL.VA.7bⁱⁱⁱ 1.FL.VA.7c</p>	<p>1.RI.KID.2 1.RI.KID.3 1.RI.IKI.7 1.RI.IKI.9</p>	<p>1.W.TTP.3 1.W.RBPK.7</p>	<p>1.SL.PKI.4</p>	<p>1.FL.SC.6c</p>

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Knowledge Domain 5: Early American Civilizations

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Identify important information in a text • Explore informational writing through collecting and synthesizing information, and recording it in charts, graphic organizers, and a written paragraph • Domain Assessment 			
<p>Unit Length: 11 Days</p> <p>Anchor Text: <i>Early American Civilizations</i> (Read-Aloud)</p> <p>Text Type: Informational/Literary</p> <p>Lexile: 950L</p>				<p>Big Ideas</p> <ul style="list-style-type: none"> • The Maya, Aztec, and Inca civilizations had shared features, including farming, the establishment of cities and government, and religion. • Despite having common features, these civilizations were all unique in their own ways. • Much of what we learn about people from the past is discovered by archeologists, who study artifacts from the past and use that information to make informed hypotheses. 			
<p>Standards Instructed</p>				<p>Standards Assessed</p>			
<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>	<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>
<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.IKI.7 1.RL.RRTC.10 1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.IKI.7 1.RI.IKI.9 1.RI.RRTC.10</p>	<p>1.W.TTP.2 1.W.RBPK.7 1.W.RBPK.8</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6c 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7bii 1.FL.VA.7biii 1.FL.VA.7biv 1.FL.VA.7c</p>	<p>1.RI.KID.2</p>	<p>1.W.TTP.2</p>		

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Knowledge Domain 6: Astronomy

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Identify important information in a text • Explore informational writing through collecting and synthesizing information, and recording it in charts and graphic organizers • Explore opinion writing by stating an opinion and supplying reasons to support it • Domain Assessment 			
<p>Unit Length: 9 Days</p> <p>Anchor Text: <i>Astronomy</i> (Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 1020L</p>				<p>Big Ideas</p> <ul style="list-style-type: none"> • The Earth is one of many different celestial bodies within our solar system. • The sun, stars, moon, and other planets relate to the earth's position in space in definite ways. • The sun is a star and the source of light, heat, and energy for the earth. • NASA, the Space Race, the Apollo missions and astronauts have all contributed to what we know about space. 			
<p>Standards Instructed</p>				<p>Standards Assessed</p>			
<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>	<p>Reading</p>	<p>Writing</p>	<p>Speaking & Listening</p>	<p>Language</p>
<p>1.RL.KID.1 1.RL.CS.4 1.RL.CS.5 1.RL.RRTC.10 1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.6 1.RI.IKI.7 1.RI.IKI.8 1.RI.IKI.9 1.RI.RRTC.10</p>	<p>1.W.TTP.1 1.W.TTP.2 1.W.RBPK.7 1.W.RBPK.8</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6f 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7a_{ii} 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7b_{ii} 1.FL.VA.7b_{iii} 1.FL.VA.7b_{iv} 1.FL.VA.7c</p>	<p>1.RL.CS.5 1.RI.KID.2 1.RI.IKI.9</p>	<p>1.W.TTP.1 1.W.TTP.2 1.W.RBPK.8</p>		

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Knowledge Domain 7: The History of the Earth

Unit Summary Students learn about the geographical features of the earth's surface, the layers of the earth, rocks and minerals, volcanoes, geysers, fossils, and dinosaurs.				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Identify important information in a text • Identify the format and parts of a friendly letter and synthesize important facts and information to write a friendly letter • Domain Assessment 			
Unit Length: 8 Days				Anchor Text: <i>The History of the Earth</i> (Read-Aloud) Text Type: Informational Lexile: 1020L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.5 1.RI.CS.6 1.RI.IKI.7 1.RI.RRTC.10 1.FL.PA.2	1.W.TTP.2 1.W.PDW.6 1.W.RBPK.7 1.W.RBPK.8	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6f 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aii 1.FL.VA.7aiii 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7c	1.RI.KID.2 1.RI.KID.3 1.RI.CS.5 1.RI.IKI.7	1.W.TTP.2		

Grade 1 Curriculum Map

Knowledge Domain 8: Animals and Habitats

Unit Summary <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>				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Identify important information in a text • Explore informational writing through collecting and synthesizing information, and recording it in a journal and graphic organizers • Domain Assessment 			
Unit Length: 9 Days				Anchor Text: <i>Animals and Habitats</i> (Read-Aloud) Text Type: Informational Lexile: 1010L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.IKI.7 1.RI.IKI.8 1.RI.IKI.9 1.RI.RRTC.10	1.W.TTP.1 1.W.TTP.2	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6f 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7biv 1.FL.VA.7c	1.RI.KID.2	1.W.TTP.2	1.SL.PKI.4	

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Knowledge Domain 9: Fairy Tales

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Deepen comprehension by identifying the elements of a fairy tale • Set a purpose for listening and compare and contrast literary ideas such as Fantasy and Reality and Hero and Villain • Deepen understanding of narrative writing by planning, drafting, and revising a retelling of a favorite fairy tale • Domain Assessment 			
<p>Unit Length: 9 Days</p> <p>Anchor Text: <i>Fairy Tales</i> (Read-Aloud)</p> <p>Text Type: Literary</p> <p>Lexile: 830L</p>				<p>Big Ideas</p> <ul style="list-style-type: none"> • Fairy tales are a unique type of fiction, with distinct elements, that still maintain traditional story grammar. • Students will explore concepts such as bravery and heroism, good and evil, and valuable life lessons. • The Brothers Grimm shared these tales with others because of their ability to make people feel happy, sad, and sometimes afraid. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.CS.4 1.RL.CS.5 1.RL.IKI.7 1.RL.IKI.9 1.RL.RRTC.10	1.W.TTP.1 1.W.TTP.3 1.W.PDW.5 1.W.PDW.6 1.W.RBPK.7 1.W.RBPK.8	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6f 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aiii 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7biv 1.FL.VA.7c	1.RL.KID.2 1.RL.KID.3 1.RL.IKI.9	1.W.TTP.3 1.W.PDW.5 1.W.RBPK.7 1.W.RBPK.8		

Grade 1 Curriculum Map

Knowledge Domain 10: A New Nation: American Independence

Unit Summary <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>				Overall Learning Outcomes <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Deepen comprehension through “Somebody Wanted But So Then” strategy • Identify important information and sequence events in a text • Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph • Domain Assessment 			
Unit Length: 12 Days				Anchor Text: <i>A New Nation: American Independence</i> (Read-Aloud) Text Type: Informational/Literary Lexile: 950L			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RL.KID.1 1.RL.KID.2 1.RL.CS.4 1.RL.IKI.7 1.RL.RRTC.10 1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.6 1.RI.IKI.7 1.RI.IKI.8 1.RI.IKI.9 1.RI.RRTC.10	1.W.TTP.2 1.W.PDW.5 1.W.RBPK.7 1.W.RBPK.8	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6d 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7c	1.RI.KID.1 1.RI.KID.2 1.RI.CS.6	1.W.TTP.2	1.SL.CC.2	

Grade 1 Curriculum Map

Knowledge Domain 11: Frontier Explorers

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Demonstrate understanding of key vocabulary • Set a purpose for listening • Deepen comprehension through “Somebody Wanted But So Then” strategy • Identify important information and sequence events in a text • Explore informational writing through collecting and synthesizing information, and record it in an informative paragraph • Domain Assessment 			
<p>Unit Length: 11 Days</p> <p>Anchor Text: <i>Frontier Explorers</i> (Read-Aloud)</p> <p>Text Type: Informational</p> <p>Lexile: 1060L</p>				<p>Big Ideas</p> <ul style="list-style-type: none"> • The American frontier, explorers, and important events all pave the way for westward expansion of the United States. • The Appalachian Mountains were difficult to traverse and acted as a barrier to colonists who wanted to settle farther west. • Daniel Boone, the Louisiana Purchase, Lewis and Clark’s expeditions, and the role of Native Americans are all key to understanding what led to westward expansion. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RI.KID.1 1.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.IKI.7 1.RI.IKI.8 1.RI.RRTC.10	1.W.TTP.2 1.W.PDW.6 1.W.RBPK.7 1.W.RBPK.8	1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6i 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aiii 1.FL.VA.7b 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7c	1.RI.KID.2 1.RI.KID.3	1.W.TTP.2 1.W.RBPK.8		1.FL.VA.7biii