

Amplify Core Knowledge Language Arts 2nd Edition

Grade 1 Curriculum Map

Skills Unit 1

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> Identify 5 short vowel sounds and 25 consonant/consonant digraph sounds Spell words with double-letter spellings Identify Tricky Spellings 'th' >/th/, /th/ and 's' pronounced /s/ or /z/ Consonant digraphs ('ch', 'sh', 'th', 'ng') Identify Tricky Words (review from K) Read stories in the decodable Reader Answer story questions Beginning-of-the-Year Placement Assessment 			
<p>Unit Length: 32 Days</p>				<p>Anchor Text: <i>Snap Shots</i> Text Type: Literary Lexile: 450L</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.CS.6 1.RL.IKI.7 1.RL.RRTC.10 1.FL.PC.1 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b</p>		<p>1.SL.CC.1 1.SL.CC.2 1.SL.CC.3 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6c 1.FL.SC.6 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7b</p>	<p>1.RL.KID.1 1.RL.KID.2 1.RL.IKI.7 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b</p>			<p>1.FL.SC.6k</p>

Grade 1 Curriculum Map

Skills Unit 2

Unit Summary <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 <i>a</i> and <i>e</i> in <i>cake</i>). The unit also includes grammar lessons on nouns (including proper nouns) as well as practice with new Tricky Words.</p>				Overall Learning Outcomes <ul style="list-style-type: none"> • Read and write long vowel sounds, including separated vowel digraphs (CVCe words) • Identify and use common and proper nouns • Identify and spell Tricky Words <i>he, she, we, be, me, we, they, their, my, by, you, your</i> • Spell dictated words • Unit Assessment 			
Unit Length: 19 Days				Anchor Text: <i>Gran</i> Text Type: Literary Lexile: 400L			
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.IKI.7 1.RL.RRTC.10 1.FL.PC.1 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2a 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b		1.SL.CC.1 1.SL.CC.2 1.SL.PKI.4 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7bi 1.FL.VA.7biii 1.FL.VA.7c	1.RL.KID.1 1.RL.KID.3 1.RL.IKI.7 1.FL.PA.2d 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.F.5a 1.FL.F.5b			1.FL.SC.6k

Grade 1 Curriculum Map

Skills Unit 3

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Read and write words with vowel sounds /oo/, /oo/, /ou/, /oi/, /aw/ • Distinguish between similar vowel sounds /ue/, /oo/, /oo/ and /u/ • Identify and spell Tricky Words <i>should, could, would, down, because</i> • Spell grade-level words correctly: weekly spelling tests begin • Identify and use verbs and verb tenses • Use the writing process to compose a narrative • Unit Assessment 			
<p>Unit Length: 19 Days</p>				<p>Anchor Text: <i>Fables</i> Text Type: Literary Lexile: 480L</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.CS.4 1.RL.IKI.7 1.RL.RRTC.10 1.FL.PC.1 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b 1.FL.F.5c</p>	<p>1.W.TTP.1 1.W.TTP.3 1.W.PDW.5</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.6d 1.FL.SC.6i 1.FL.SC.6 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l</p>	<p>1.RL.KID.1 1.RL.KID.2 1.RL.KID.3 1.RL.IKI.7 1.RL.RRTC.10 1.FL.PA.2d 1.FL.PWR.3b 1.FL.F.5a 1.FL.F.5b 1.FL.F.5c</p>	<p>1.W.TTP.1 1.W.TTP.3 1.W.PDW.5</p>		<p>1.FL.SC.6i 1.FL.SC.6k</p>

Grade 1 Curriculum Map

Skills Unit 4

Unit Summary <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>				Overall Learning Outcomes <ul style="list-style-type: none"> • Read and write words with r-controlled vowels • Review long vowel spellings, including digraphs • Identify and use contractions • Spell grade-level words correctly • Divide multi-syllable words into parts • Read and spell Tricky Words <i>today, yesterday, tomorrow</i> • Read and write past tense verbs with -ed • Compose descriptive writing pieces • Mid-Year Assessment 			
Unit Length: 28 Days Anchor Text: <i>The Green Fern Zoo</i> Text Type: Informational Lexile: 610L				Big Ideas <ul style="list-style-type: none"> • Students read the decodable Reader “The Green Fern Zoo” to practice fluency. • The main character is fictional, but the information in the book is factual. • Informational text features such as headings and a picture glossary are introduced. • Students answer comprehension questions orally and/or in writing after reading each story. 			
Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
1.RL.CS.5 1.RI.KID.1 K.RI.KID.2 1.RI.KID.3 1.RI.CS.4 1.RI.CS.5 1.RI.IKI.7 1.RI.IKI.8 1.RI.IKI.9 1.RI.RRTC.10 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3d 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b	1.W.TTP.2 1.W.PDW.5 1.W.PDW.6 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.6a 1.FL.SC.6b 1.FL.SC.6d 1.FL.SC.6e 1.FL.SC.6 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7a ⁱⁱ 1.FL.VA.7a ⁱⁱⁱ 1.FL.VA.7b 1.FL.VA.7b ⁱ 1.FL.VA.7c	1.RL.KID.1 1.RI.KID.1 1.RI.RRTC.10 1.FL.PA.2 1.FL.PA.2c 1.FL.PWR.3b 1.FL.PWR.3d 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5a 1.FL.F.5b	1.W.TTP.2 1.W.PDW.5		1.FL.SC.6a 1.FL.SC.6d 1.FL.SC.6e 1.FL.SC.6 1.FL.SC.6j 1.FL.SC.6l

Grade 1 Curriculum Map

Skills Unit 5

Unit Summary <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>				Overall Learning Outcomes <ul style="list-style-type: none"> Segment and blend two-syllable words Read and write spelling alternatives for /ch/, /j/, /v/, and /r/ Review single and double-letter consonants Form plural nouns by adding -s, -es Write words with suffixes -ed or -ing Spell grade-level words correctly Identify and write different sentence types Use the writing process to compose a letter expressing an opinion Unit Assessment 			
Unit Length: 22 Days Anchor Text: <i>Kate's Book</i> Text Type: Literary Lexile: 540L				Big Ideas <ul style="list-style-type: none"> Students read the decodable Reader "Kate's Book" to practice fluency. The Reader tells the story of a girl named Kate who writes a book about her summer vacation. The premise is that students are reading the book that Kate wrote, which her grandmother also illustrated. Students answer comprehension questions orally and/or in writing after reading each story. 			
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.IKI.7 1.RL.RRTC.10 1.FL.PC.1 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2a 1.FL.PA.2b 1.FL.PA.2c 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b 1.FL.F.5c	1.W.TTP.1 1.W.PDW.5 1.W.PDW.6 1.W.RBPK.7	1.SL.CC.1 1.SL.PKI.5 1.SL.PKI.6	1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6b 1.FL.SC.6d 1.FL.SC.6e 1.FL.SC.6h 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aii 1.FL.VA.7aiii	1.RL.KID.1 1.RL.RRTC.10 1.FL.PC.1a 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.F.5 1.FL.F.5a 1.FL.F.5b	1.W.TTP.1		1.FL.SC.6b 1.FL.SC.6e 1.FL.SC.6i 1.FL.SC.6k 1.FL.VA.7aiii

Grade 1 Curriculum Map

Skills Unit 6

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> Segment and blend two-syllable words Read and write spelling alternatives for /s/, /n/, /ng/, /w/ Spell grade-level words correctly Use past, present, and future verb tenses Build phrases and expand sentences using adjectives Match pronouns to antecedents Use the writing process to compose a personal narrative Unit Assessment 			
<p>Unit Length: 25 Days</p> <p>Anchor Text: <i>Grace</i></p> <p>Text Type: Literary</p> <p>Lexile: 560L</p>				<p>Big Ideas</p> <ul style="list-style-type: none"> Students read the decodable Reader “Grace” to practice fluency. The Reader is about a girl named Grace who lives on a farm in the Midwest. The stories take us through her daily life on a farm and in the country. Students answer comprehension questions orally and/or in writing after reading each story. 			
<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.3 1.RL.IKI.7 1.RL.IKI.9 1.FL.PC.1 1.FL.PC.1a 1.FL.PA.2 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3d 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b 1.FL.F.5c</p>	<p>1.W.TTP.1 1.W.TTP.3 1.W.PDW.5 1.W.RBPK.7</p>	<p>1.SL.CC.1 1.SL.PKI.4 1.SL.PKI.6</p>	<p>1.FL.SC.6 1.FL.SC.6a 1.FL.SC.6b 1.FL.SC.6c 1.FL.SC.6d 1.FL.SC.6e 1.FL.SC.6h 1.FL.SC.6i 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aiii 1.FL.VA.7bi</p>	<p>1.RL.KID.1 1.RL.KID.3 1.RL.IKI.9 1.FL.PA.2 1.FL.PWR.3 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5a 1.FL.F.5b</p>	<p>1.W.TTP.1 1.W.TTP.3 1.W.PDW.5 1.W.PDW.6</p>	<p>1.SL.PKI.4</p>	<p>1.FL.SC.6b 1.FL.SC.6c 1.FL.VA.7ai 1.FL.VA.7aiii</p>

Grade 1 Curriculum Map

Skills Unit 7

<p>Unit Summary</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>Overall Learning Outcomes</p> <ul style="list-style-type: none"> • Segment and blend two-syllable words • Read and write spelling alternatives for /ae/, /oe/ • Spell grade-level words correctly • Identify and use plural nouns • Identify and use correct noun-verb agreement • Write sentences using conjunctions • Use the writing process to compose instructional writing • End-of-the-Year Assessment 			
<p>Unit Length: 21 Days</p> <p>Anchor Text: <i>Kay and Martez</i></p> <p>Text Type: Literary</p> <p>Lexile: 630L</p>				<p>Big Ideas</p> <ul style="list-style-type: none"> • The Reader focuses on a young girl, Kay, and her friend Martez, a Mexican-American boy. Kay, Martez, and Kay’s family go on a trip to Mexico. • The text incorporates Grade 1 history and geography topics from the CKLA Knowledge strand. • Students answer comprehension questions orally and/or in writing after reading each story. 			
<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.9 1.RI.CS.5 1.FL.PC.1a 1.FL.PA.2d 1.FL.PWR.3 1.FL.PWR.3a 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3d 1.FL.PWR.3e 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5 1.FL.F.5a 1.FL.F.5b</p>	<p>1.W.TTP.1 1.W.TTP.2 1.W.PDW.5</p>	<p>1.SL.CC.1 1.SL.CC.2 1.SL.CC.3 1.SL.PKI.4 1.SL.PKI.6</p>	<p>1.FL.SC.6a 1.FL.SC.6b 1.FL.SC.6d 1.FL.SC.6f 1.FL.SC.6i 1.FL.SC.6 1.FL.SC.6j 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7a 1.FL.VA.7ai 1.FL.VA.7aiii 1.FL.VA.7c</p>	<p>1.RL.KID.1 1.RL.KID.3 1.FL.PC.1a 1.FL.PWR.3b 1.FL.PWR.3c 1.FL.PWR.3f 1.FL.PWR.3g 1.FL.F.5a</p>	<p>1.W.TTP.1 1.W.TTP.2 1.W.PDW.5</p>		<p>1.FL.SC.6b 1.FL.SC.6k 1.FL.SC.6l 1.FL.VA.7aiii</p>