Grade 1: Unit 1

Big Idea: Everyone can be a good neighbor.

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|  | **Lesson 1**  What is important about being a friend? | **Lesson 2**  What clues tell you how a character feels? | **Lesson 3**  Why is the order of story events important? | **Lesson 4**  What information do words and pictures give? | **Lesson 5**  How does the setting make a story interesting? |
| **Main Selection & Genre** | *What is a Pal?*  Informational Text | *The Storm*  Realistic Fiction | *Curious George at School*  Fantasy | *Lucia’s Neighborhood*  Informational Text | *Gus Takes the Train*  Fable |
| **Reading**  **Standards** | Informational 2, 6 and 7 | Literature 3, 5 and 7 | Literature 3, 5 and 7 | Informational 2, 6 and 7 | Literature 3, 5 and 7 |
| **Writing Standards** | *Developing the Writing Community (Being a Writer)*  Writing 5: Using questions and suggestions to improve writing | | | | |
| **Language Standards** | Nouns  Classify and Categorize  Print Upper & Lowercase Letters (\*ECC only\*) | Nouns  Context Clues  Print Upper & Lowercase Letters (\*ECC only\*) | Action Verbs  Multiple-Meaning Words  Print Upper & Lowercase Letters (\*ECC only\*) | Adjectives  Print Upper & Lowercase Letters (\*ECC only\*) | Adjectives  Antonyms  Print Upper & Lowercase Letters (\*ECC only\*) |
| **Foundational Standards** | Phonics: Words with Short a, Consonants n, d, p, f  Sight Words: and, be, help, you, play, with  Fluency: Accuracy | Phonics: Words with Short i, Consonants r, h, /z/s, b, g, Phonogram -it  Sight Words: for, what, have, he, look, too  Fluency: Accuracy | Phonics: Words with Short o, Consonants l, x, Inflection -s  Sight Words: do, find, funny, sing, no, they  Fluency: Phrasing | Phonics: Words with Short e, Consonants y, w, k, v, j, Phonogram -et  Sight Words: all, does, here, me, my, who  Fluency: Intonation | Phonics: Words with Short u, Consonants qu, z  Sight Words: friend, full, good, hold, many, pull  Fluency: Accuracy |
| **Speaking & Listening** | Speaking and Listening 3: Asking questions to clarify  Speaking and Listening 6: Using complete sentences (ECC) | | | | |
| **Social**  **Studies** | My Life At School | | | | |
| **Health** | Mental & Emotional Health | | | | |

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| **Reading Literature Standards**  **Journeys Lessons 2, 3 and 5** | **Reading Informational Standards**  **Journeys Lessons 1 and 4** |
| Literature 3: Describe characters, settings, and major events in a story, using key details.   * I can identify the characters and setting of a story. * I can identify the sequence of the story’s major events. * I can use details in the story to describe the characters, setting, and major events. | Informational 2: Identify the main topic and retell key details of a text.   * I can identify the main topic of a nonfiction text. * I can identify the key details that connect to the main idea. |
| Literature 5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.   * I can explain how fiction and nonfiction texts are different. | Informational 6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.   * I can name the author and illustrator of a text. (\*REVIEW FROM KDG) * I can retell information gathered from words in a text. * I can retell information gathered from the illustrations in a text. |
| Literature 7: Use illustrations and details in a story to describe its characters, setting, or events.   * I can describe the characters using illustrations and story details. * I can describe the setting using illustrations and story details. * I can describe the events using illustrations and story details. | Informational 7: Use the illustrations and details in a text to describe its key ideas.   * I know illustrations in nonfiction give me information about the key ideas. * I can use illustrations and details in a text to describe the key ideas. |
| **Focusing our Instruction** | |
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**\*\* Standards listed in bold indicate mastery and the final time this standard will be included in a unit study.**  
\*\* Underlined words indicate academic vocabulary for instruction.

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| **Writing Standards**  ***Developing the Writing Community***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 1-5 and**  **Extending the CC – Unit 1 (ECC)** |
| Writing 5: With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.   * I can use suggestions from my classmates and teachers to make my writing better. * I can use questions from my classmates and teachers about my writing to add or remove details as needed. | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   * I can print all of the upper and lowercase letters. (ECC) * I can identify and use common nouns. (Lessons 1 and 2) * I can identify and use proper nouns. (Lesson 1) * I can identify and use action verbs. (Lesson 3) * I can identify and use frequently occurring adjectives. (Lessons 4 and 5) |
| Language 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.   * I can determine the meaning of an unknown word by using the words around it in a sentence. (Lesson 2) * I can use words in a sentence to help me determine the meaning of a word that has more than one meaning. (Lesson 3) |
| Language 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   * I can find action words in sentences and place them in a group together. (Lesson 1) * I can identify and produce antonyms to help me build my vocabulary. (Lesson 5) |

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| **Foundational Standard 2 – PA**  **Journeys Lessons 1-5** | **Foundational Standard 3 – Phonics**  **Journeys Lessons 1-5** | **Foundational Standard 4 – Fluency**  **Journeys Lessons 1-5** |
| Foundational 2:   * I can blend and segment words and phonemes with short vowels (a,e,i,o,u). (Lessons 1-5) * I can isolate the beginning, middle and ending sounds of words. (Lessons 1-5) * I can stretch out a word by saying each sound in order. (Lessons 1-5) | Foundational 3:   * I can recognize and read sight words. (Lessons 1-5) * I can recognize and use short vowels (a, e, i, o, u) to read and spell grade level words. (Lessons 1-5) | Foundational 4:   * I can recognize words and read them accurately when I read aloud. If something I’m reading doesn’t make sense, I can look at the letters again and reread it correctly. (Lessons 1, 2 and 5) * I can pay attention to end marks as I’m reading to let me know when I should pause. (Lesson 3) * I can use intonation as I read aloud, by bringing my voice down at the end of a statement and lifting my voice up at the end of a question. (Lesson 4) |

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| **Speaking & Listening Standards**  **Journeys Lessons 1-5 and Extending the CC – Unit 1 (ECC)** |
| Speaking and Listening 3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.   * I can ask and answer questions about what a speaker says if I don’t understand. |
| Speaking and Listening 6: Produce complete sentences when appropriate to task and situation.   * I can use complete sentences to communicate. (ECC) |