Grade 1: Unit 2

Big Idea: We all have something to share.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Lesson 6**  What lessons can you learn from story characters? | **Lesson 7**  How do animals communicate? | **Lesson 8**  Why is the order of story events important? | **Lesson 9**  How do words and picture help tell a story? | **Lesson 10**  How do the parts of a story work together? |
| **Reading**  **Standards** | Literature 3, 5 and 7 | Informational 2, 6 and 7 | Literature 3, 5 and 7 | Informational 2, 6 and 7 | Literature 3, 5 and 7 |
| **Writing Standards** | *Getting Ideas (Being a Writer)*  Writing 5: Using questions and suggestions to improve writing | | | | |
| **Language Standards** | Complete Sentences  Ending Punctuation  Classify and Categorize | Sentence Parts  Using a Glossary (\*building capacity) | Statements  End Punctuation  Classify and Categorize | Singular and Plural Nouns  Antonyms | Prepositions and Prepositional Phrases  Synonyms |
| **Foundational Standards** | Phonics: Review Words with Short a, Double Final Consonants and ck, Phonogram -ack  Sight Words: away, call, come, every, hear, said  Fluency: Expression | Phonics: Review Words with Short i, Clusters with r, Phonogram -ip  Sight Words: animal, how, make, of, some, why  Fluency: Rate | Phonics: Review Words with Short o, Clusters with l, Phonogram -ock  Sight Words: her, now, our, she, today, would  Fluency: Phrasing | Phonics: Review Words with Short e, Clusters with s  Sight Words: after, draw, pictures, read, was, write  Fluency: Accuracy | Phonics: Review Words with Short u, Final Clusters, Phonogram -ump  Sight Words: eat, give, one, put, small, take  Fluency: Stress |
| **Speaking & Listening** | Speaking and Listening 5: Add visuals to describe things (ECC) | | | | |
| **Social**  **Studies Standards** | Families in Other Places  *Geography/Geographic Applications:* identify one’s own city and state and locate them on a map, name the country where we live, distinguish between land and water on a globe and map*,* use a map to identify the location of major continents and major bodies of water, explain how maps can be used to locate where others live  *Geography/Geographic Analysis:* identify three basic needs all people have *,* describe similarities and differences among people and their daily activities, compare written words, family meals, and games in different cultures *,* identify a tradition associated with a particular part of the world, *c*reate a visual design for a family tradition in another part of the world  *History/Historical Thinking:* name details of traditional holiday celebrations, grouping them in four given categories. Compare and contrast one’s own family traditions with the traditions of other families. | | | | |
| **Health**  **Content** | Physical Activity, Injury Prevention, Anatomy  Health Teacher Lessons: Let’s Move (1, 3, 4); My Happy Healthy Heart (1, 2, 3, 4, 5, 6, 7); Where Does it Go? (1, 2, 3); Bravo for Bones (1, 2, 4); Love your Lungs (1, 2, 3); Emergencies: Getting Help (1, 2, 3, 4, 7)  Books: Exercise (Looking After Me); Our Hearts; What Happens to a Hamburger?; You Have Healthy Bones; Our Skeleton; Our Lungs; What If You Need to Call 911 | | | | |

(\*Skills identified as building capacity are not articulated in the grade level language standards. These skills should be instructed based on student need.)

|  |  |
| --- | --- |
| **Reading Literature Standards**  **Journeys Lessons 6, 8, 10 and**  **Extending the CC – Unit 2 (ECC)** | **Reading Informational Standards**  **Journeys Lessons 7 and 9** |
| 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 sequence of 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 topic. |
| 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 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** | |
|  |  |

**\*\* 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.

|  |  |
| --- | --- |
| **Writing Standards**  ***Getting Ideas***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 6-10** |
| 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 produce a complete sentence that is a statement. (Lessons 6, 7 and 8) * I can recognize if a noun is singular or plural. (Lesson 9) * I can use prepositions to tell where something is or when it happens. (Lesson 10) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can use end punctuation. (Lessons 6 and 8) |
| 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 use a glossary to help me determine the meaning of words I do not know. (BUILDING CAPACITY FOR GRADE 2 LANGUAGE 4) (Lesson 7) |
| 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 6) * I can group words about time together. (Lesson 8) * I can identify and produce antonyms to help me build my vocabulary. (Lesson 9) * I can identify and produce synonyms to help me build my vocabulary. (Lesson 10) |

|  |  |  |
| --- | --- | --- |
| **Foundational Standard 2 – PA**  **Journeys Lessons 6-10** | **Foundational Standard 3 – Phonics**  **Journeys Lessons 6-10** | **Foundational Standard 4 – Fluency**  **Journeys Lessons 6-10** |
| Foundational 2:   * I can blend and segment words and phonemes with short vowels (a,e,i,o,u) and tell the difference between long and short vowels. (Lessons 6-10) * I can blend sounds together to produce a word. (Lessons 6-10) * I can isolate the beginning, middle and ending sounds of a word. (Lessons 6-10) * I can stretch out a word by saying each sound in order. (Lessons 6-10) | Foundational 3:   * I can recognize and use short vowels (a, e, i, o, u) to read and spell grade level words. (Lesson 6-10) * I can recognize and read sight words. (Lesson 6-10) | Foundational 4:   * I can change my voice and use expression to show how a character feels. (Lesson 6) * I can read at a “just-right” pace depending on what I am reading. (Lesson 7) * I can pay attention to end marks as I’m reading to let me know when I should pause. (Lesson 8) * 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. (Lesson 9) * I can make my voice go up and down to stress important words. (Lesson 10) |

|  |
| --- |
| **Speaking & Listening Standards**  **Journeys Lessons 6-10 and Extending the CC – Unit 2 (ECC)** |
| Speaking and Listening 5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.   * I can add drawings to describe ideas, thoughts and feelings. (ECC) |