Grade 1: Unit 4

Big Idea: We discover new things every day.

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|  | **Lesson 16** What is important to know about the moon? | **Lesson 17**How are ways to travel the same and different? | **Lesson 18**Why do authors write nonfiction? | **Lesson 19**What clues help you figure out how characters feel? | **Lesson 20**What makes a story funny? |
| **Main Selection & Genre** | *Let’s Go to the Moon*Informational Text | *The Big Trip*Fantasy | *Where Does Food Come From?*Informational Text | *Tomás Rivera*Biography | *Little Rabbit’s Tale*Folktale |
| **Reading****Standards** | Informational 1, 2, 5 and 8 | Literature 3 and 9 | Informational 1, 2, 5 and 8 | Informational 1, 2, 5 and 8 | Literature 3 and 9 |
| **Writing Standards** | *Telling More (Being a Writer)*Writing 3: Narrative Writing |
| **Language Standards** | QuestionsSuffixes –y, -ful | Kinds of Sentences (ECC)Classification/Categorization of Words: Transportation | Names of Months, Days, HolidaysMultiple-Meaning Words | Future TenseSynonymsShades of Meaning (ECC) | Prepositions and Prepositional PhrasesCompound Words |
| **Foundational Standards** | Phonics: Long o and uSight Words: around, because, before, bring, carry, light, show, thinkFluency: Stress | Phonics: Words with Long e (CV, CVCe), Vowel Pairs ee, ea, Final ng, nk, Phonograms –ean, -inkSight Words: about, could, sure, by, don’t, there, car, maybeFluency: Phrasing | Phonics: Vowel Pairs ai, ay, Contractions ‘ll, ‘d, Phonograms -ay, -ainSight Words: first, sometimes, food, these, ground, under, right, yourFluency: Expression | Phonics: Vowel Pairs oa, ow, Phonograms –ow, -oat, Contractions ‘ve, ‘reSight Words: done, paper, were, great, soon, work, laugh, talkFluency: Intonation | Phonics: Compound Words, Short Vowel /ĕ/ eaSight Words: door, old, want, more, try, wash, mother, useFluency: Rate |
| **Speaking & Listening** | Speaking and Listening 2: Ask and answer questions about information presented orally (ECC)Speaking and Listening 4: Describe ideas and feelings |
| **Social****Studies** | Families in Other Places |
| **Health** | Community & Environmental Health |

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| **Reading Literature Standards** **Journeys Lessons 17 and 20** | **Reading Informational Standards** **Journeys Lessons 16, 18, 19 and** **Extending the CC – Unit 4 (ECC)** |
| Literature 3: Describe characters, settings, and major events in a story, using key details.* I can identify the major events in a story.
* I can use details in the story to describe the cause/effect relationship that exists between two major events.
 | Informational 1: Ask and answer questions about key details in text.* I can identify the key details in a nonfiction text.
* I can ask questions about the details in a nonfiction text.
* I can use details from a nonfiction text to answer questions and make a conclusion.
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| **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.**
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| Literature 9: Compare and contrast the adventures and experiences of characters in stories.* I can identify characters’ experiences in a story.
* I can find similarities and differences between characters’ experiences in stories.
 | **Informational 5: Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.*** **I can identify text features.**
* **I can identify the purposes of text features.**
* **I can use text features to find information and facts in a nonfiction text.**
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| **Informational 8: Identify the reasons an author gives to support points in a text.*** **I can identify the author’s purpose for writing a text.**
* **I can identify reasons the author gives me to support their purpose.**
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| **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*****Telling More*****(Being a Writer)** | **Language Standards** **Journeys Lessons 16-20 and****Extending the CC – Unit 4 (ECC)** |
| Writing 3: Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.* I can write about something interesting that has happened.
* I can tell my reader two or more events in the order they happened, including details that are important to this event.
* I can use signal words to let my readers know the order that things happened.
* I can create a conclusion for my writing that lets my reader know it is finished.
 | Language 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.* I can identify the difference between questions and statements and can produce these different kinds of sentences. (Lesson 16, 17 and ECC)
* I can use verbs to show past, present, and future tense. (Lesson 19)
* I can use prepositions to tell where something is or when it happens. (Lesson 20)
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| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.* I can capitalize the beginning letter of months, days, holidays, and names. (Lesson 18)
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| 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 identify and use the suffixes –y and –ful to help me determine the meaning of an unknown word. (Lesson 16)
* I know that some words have more than one meaning. I can use other words in the sentence for clues to help me figure out the meaning of a word. (Lesson 18)
* I can use the meaning of the two word parts in a compound word to help me figure out the meaning of this word. (Lesson 20)
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| Language 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.* I can find words about transportation and group them together. (Lesson 17)
* I can identify and produce synonyms to help me build my vocabulary. (Lesson 19)
* I can distinguish the meaning of words that are similar by defining, choosing or acting them out. (ECC)
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| **Foundational Standard 2 – PA****Journeys Lessons 16-20** | **Foundational Standard 3 – Phonics****Journeys Lessons 16-20** | **Foundational Standard 4 – Fluency****Journeys Lessons 16-20** |
| Foundational 2:* I can blend sounds together to produce a word. (Lessons 16-20)
* I can isolate the beginning, middle and ending sounds of a word. (Lessons 16-20)
* I can stretch out a word by saying each sound in order. (Lessons 16-20)
* I know the difference between the long and short vowel sound. (Lessons 16-20)
 | Foundational 3:* I can recognize and use final –e and common vowel team conventions when I read and spell words. (Lessons 16-20)
* I can break apart compound words and put them back together to read them correctly. (Lessons 16-20)
* I can determine the number of syllables in a compound word by recognizing that each syllable must have a vowel sound. (Lessons 16-20)
* I can recognize and read sight words. (Lessons 16-20)
 | Foundational 4:* I can stress important words as I read aloud. (Lesson 16)
* I can use punctuations marks and phrasing to help me know when to take a breath as I read aloud. (Lesson 17)
* I can use expression or feeling as I read aloud. (Lesson 18)
* 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 19)
* I can read at a “just-right” pace depending on what I am reading. (Lesson 20)
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| **Speaking & Listening Standards****Journeys Lessons 16-20 and Extending the CC – Unit 4 (ECC)** |
| Speaking and Listening 2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.* I can ask and answer questions about information presented orally. (ECC)
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| Speaking and Listening 4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.* I can describe ideas and feelings about people, places, things, and events.
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