Grade 1: Unit 5

Big Idea: Living things change as they grow.

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|  | **Lesson 21**  What do characters do when there is a problem? | **Lesson 22**  What clues tell you why animals look as they do? | **Lesson 23**  What causes events in a story to happen? | **Lesson 24**  Why do authors put events in a certain order? | **Lesson 25**  What clues tell you what a character is like? |
| **Main Selection & Genre** | *The Tree*  Fantasy | *Amazing Animals*  Informational Text | *Whistle for Willie*  Realistic Fiction | *A Butterfly Grows*  Narrative Nonfiction | *The New Friend*  Realistic Fiction |
| **Reading**  **Standards** | Literature 1, 2, 3 and 6 | Informational 1 and 3 | Literature 1, 2, 3 and 6 | Informational 1 and 3 | Literature 1, 2, 3 and 6 |
| **Writing Standards** | *Writing Stories About Me (Being a Writer)*  Writing 3: Narrative Writing | | | | |
| **Language Standards** | Subject Pronouns (ECC)  Prefix re- | The Pronoun *I*  Using a Dictionary Entry (\*building capacity) | Possessive Pronouns (ECC)  Classify and Categorize (ECC) | Pronouns and Verbs (ECC)  Multiple-Meaning Words | Commas in a Series (\*ECC only)  Synonyms with Introduction to Thesaurus (\*building capacity) |
| **Foundational Standards** | Phonics: r-Controlled Vowels ar, or, ore Phonograms –ar, -ore  Sight Words: better, saw, turned, night, thought, window, pretty, told  Fluency: Phrasing | Phonics: r-Controlled Vowels er, ir, ur  Sight Words: baby, follow, years, beings, learning, young, eight, until  Fluency: Accuracy | Phonics: Vowel Digraph oo, Syllable pattern (CVC), Syllabication (ECC)  Sight Words: again, boy, nothing, along, father, together, began, house  Fluency: Stress | Phonics: Vowel Digraphs/Spelling Patterns oo, ou, ew, ue, u, u\_e  Sight Words: also, kind, upon, anything, places, warm, flower, ready  Fluency: Expression | Phonics: Vowel Combinations ou, ow, oi, oy, au, aw  Sight Words: buy, myself, school, city, party, seven, family, please  Fluency: Phrasing |
| **Speaking & Listening** | Speaking and Listening 2: Ask and answer questions information presented orally. | | | | |
| **Science** | Pebbles, Sand, and Silt | | | | |
| **Health** | Nutrition, Personal & Consumer Health | | | | |

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

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| **Reading Literature Standards**  **Journeys Lessons 21, 23, 25 and**  **Extending the CC – Unit 5 (ECC)** | **Reading Informational Standards**  **Journeys Lessons 22 and 24** |
| **Literature 1: Ask and answer questions about key details in a text.**   * **I can ask questions about key details in a story.** * **I can answer questions about key details in a story and make a conclusion.** | **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.** |
| Literature 2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.   * I can identify the key details. * I can retell a story using the key details. * I can recognize the lesson the author is trying to teach me. |
| 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. * I can tell how some events make other events happen. (cause/effect) | **Informational 3: Describe the connection between two individuals, events, ideas, or pieces of information in a text.**   * **I can identify the cause/effect relationship that exists between two events.** * **I can identify the sequence of two events.** * **I can describe how two individuals, events, ideas or pieces of information are connected.** |
| **Literature 6: Identify who is telling the story at various points in a text.**   * **I can identify who is telling the story.** |
| **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**  ***Writing Stories About Me***  **(Being a Writer)** | **Language Standards**  **Journeys Lessons 21-25 and**  **Extending the CC – Unit 5 (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 use pronouns correctly when I write and speak. (Lessons 21-24 and ECC) |
| Language 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   * I can use commas to separate single words in a series. (ECC) |
| 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 prefix re- to determine the meaning of a word. (Lesson 21) * I can use a dictionary to help me find the meaning of a word I don’t know. (BUILDING CAPACITY FOR GRADE 2 LANGUAGE 4) (Lesson 22) * 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 24) * I can use a thesaurus to help me find lots of words with a similar meaning. (BUILDING CAPACITY FOR GRADE 2 LANGUAGE 4) (Lesson 25) |
| Language 5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.   * I can put things into categories by thinking about how they are alike. (Lesson 23 and ECC) |

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| **Foundational Standard 2 – PA**  **Journeys Lessons 21-25** | **Foundational Standard 3 – Phonics**  **Journeys Lessons 21-25 and**  **Extending the CC – Unit 5 (ECC)** | **Foundational Standard 4 – Fluency**  **Journeys Lessons 21-25** |
| Foundational 2:   * I can blend sounds together to produce a word. (Lessons 21-25) * I can isolate the beginning, middle and ending sounds of a word. (Lessons 21-25) * I can stretch out a word by saying each sound in order. (Lessons 21-25) | Foundational 3:   * I can recognize and read sight words. (Lessons 21-25) * I can recognize and read words with more difficult common vowel teams. (Lessons 21-25) * I can recognize the vowel sound in each syllable in a word when I read. (ECC) | Foundational 4:   * I can group words together while reading aloud to make sense of what I’m reading. (Lesson 21) * 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 22) * I can stress important words as I read aloud. (Lesson 23) * I can read in a smooth and natural way. (Lesson 24) * I can use punctuation clues to help me know when to pause (commas and periods), when to read with excitement (exclamation mark), and when to raise my voice at the end of a question. (Lesson 25) |

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| **Speaking & Listening Standards**  **Journeys Lessons 21-25** |
| 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. |