Grade 1: Unit 6

Big Idea: Always try your best.

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|  | **Lesson 26**  How are ways to make art the same and different? | **Lesson 27**  How do words and photos together give information? | **Lesson 28**  How does a problem make a story interesting? | **Lesson 29**  How do some story events make other events happen? | **Lesson 30**  What can you learn from story characters? |
| **Main Selection & Genre** | *The Dot*  Realistic Fiction | *What Can You Do?*  Informational Text | *The Kite*  Fantasy | *A Boat Disappears*  Mystery | *Winners Never Quit!*  Narrative Nonfiction |
| **Reading**  **Standards** | Literature 2, 3, 5 and 9 | Informational 7 and 9 | Literature 2, 3, 5 and 9 | Literature 2, 3, 5 and 9 | Informational 7 and 9 |
| **Writing Standards** | Writing 1: Opinion Writing  Writing 8: Gather information from sources | | | | |
| **Language Standards** | Exclamations  Determiners (\*ECC only)  Figurative Language (Idioms) | Kinds of Sentences  Compound Sentences  (\*ECC only)  Using “because”  Classify and Categorize | Adjectives  Homographs | Adverbs  Prefix un- | Adjectives That Compare  Suffix -ly |
| **Foundational Standards** | Phonics: Base Words/ Inflections -ed, -ing (CVCe, CVC), Long e Spelling Patterns y, ie  Sight Words: above, pushed, teacher, bear, studied, toward, even, surprised  Fluency: Accuracy | Phonics: Base Words/ Inflections -er, -est (change y to i), Syllable -le  Sight Words: always, different, enough, happy, high, near, once, stories  Fluency: Intonation | Phonics: Long i Spelling Patterns igh, y, ie, Base Words/Inflections  -ed, -ing, -er, -est, -es  Sight Words: across, ball, cried, head, heard, large, second, should  Fluency: Phrasing | Phonics: Suffixes -ful, -ly, -y, Long Vowel Spelling Patterns  Sight Words: almost, any, behind, gone, happened, hello, idea, leaves  Fluency: Expression | Phonics: Syllabication (CV), Prefixes un-, re-  Sight Words: brothers, everyone, field, loved, most, only, people, sorry  Fluency: Rate |
| **Speaking & Listening** | Speaking and Listening 6: Speak in complete sentences | | | | |
| **Science** | New Plants | | | | |
| **Health** | Tobacco, Alcohol & Other Drugs | | | | |

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| **Reading Literature Standards**  **Journeys Lessons 26, 28, and 29** | **Reading Informational Standards**  **Journeys Lesson 27, 30 and**  **Extending the Common Core – Unit 6 (ECC)** |
| **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.** | **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.** |
| **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)** |
| **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 9: Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).**   * **I can find ways that two texts on the same topic are alike.** * **I can find ways that two texts on the same topic are different.** |
| **Literature 9: Compare and contrast the adventures and experiences of characters in familiar stories.**   * **I can identify each character’s experiences in a story.** * **I can find similarities and differences between characters’ experiences in stories.** |
| **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**  **Journeys Lessons 26-30 and**  **Extending the CC – Unit 6 (ECC)**  *(\*\*Continue the writer’s workshop format established during Being a Writer in Units 1-5)* | **Language Standards**  **Journeys Lessons 26-30 and**  **Extending the CC – Unit 6 (ECC)** |
| Writing 1: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.   * I can develop my own opinion about a topic. * I can state my opinion about a topic and provide reasons for why I feel this way. * I can create a title or introduction for a book I am writing that provides my reader with my topic. * I can write a conclusion for my book that restates my opinion and 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 produce exclamatory sentences that show strong feeling. (Lesson 26) * I can identify the different types of sentences. (Lesson 27) * I can explain my opinion using the word “because”. (Lesson 27) * I can identify and use frequently occurring adjectives. (Lessons 28 and 30) * I can use the words a, and, the, these, this, that, and those (determiners) to complete a sentence. (ECC) * I can produce and expand compound sentences. (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 know that sometimes when I hear or read a group of words that do not make sense in the context of what I’m reading it may be a phrase that means something else. (Lesson 26) * I can use context clues to help me figure out the meaning of a homograph, or words that are spelled alike but have different meanings. (Lesson 28) * I can identify and use the prefix un- to determine the meaning of a word. (Lesson 29) * I can identify and use the suffix -ly to determine the meaning of a word. (Lesson 30) |
| Writing 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.   * I can recall information from my own experiences to support my writing. * I can gather information from sources my teacher gives me to support my writing. | 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 27) |

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| **Foundational Standard 2 – PA**  **Journeys Lessons 26-30** | **Foundational Standard 3 – Phonics**  **Journeys Lessons 26-30** | **Foundational Standard 4 – Fluency**  **Journeys Lessons 26-30** |
| Foundational 2:   * I can blend sounds together to produce a word. (Lesson 26-30) * I can isolate the beginning, middle and ending sounds of a word. (Lessons 26-30) * I can stretch out a word by saying each sound in order. (Lesson 26-30) | Foundational 3:   * I can recognize and read words with the –ed, -ing,-er,  -est, -ly, -y and -ful endings. (Lessons 26-30) * I can break apart two syllable words and know that each syllable must have a vowel sound. (Lessons 26-30) * I can recognize and read sight words. (Lesson 26-30) * I can recognize and read words with more difficult common vowel teams. (Lessons 26 and 28) | 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. (Lesson 26) * 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 27) * I can group words together while reading aloud to make sense of what I’m reading. (Lesson 28) * I can change my voice and use expression to show how a character feels. (Lesson 29) * I can read at a “just-right” pace depending on what I am reading. (Lesson 30) |

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| **Speaking & Listening Standards**  **Journeys Lessons 26-30** |
| Speaking and Listening 6: Produce complete sentences when appropriate to task and situation.   * I can use complete sentences to communicate. |