

# Mullica Township School District



## English Language Arts First Grade

Board approval: 11/28/2018

Unit 1: Around the Neighborhood Timeframe: 5-6 weeks	Unit 2: Sharing Time Timeframe: 5-6 weeks	Unit 3: Nature Near and Far Timeframe: 5-6 weeks	Unit 4: Nature Near and Far Timeframe: 5-6 weeks	Unit 5 Timeframe: 5-6 weeks
<p><u>Standards:</u></p> <p>R.L. 1.1, 1.3, 1.5, 1.6, 1.7, 1.10</p> <p>R.I 1.1, 1.5, 1.10</p> <p>R.F. 1.1A, 1.2C,D, 1.3A,B, 1.4A,B,C</p> <p>W. 1.2, 1.3, 1.5</p> <p>S.L. 1.1A, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>L. 1.1A,B, 1.2A,B, 1.5A, 1.6</p>	<p><u>Standards:</u></p> <p>R.L. 1.1, 1.3, 1.10</p> <p>R.I. 1.1, 1.3, 1.4, 1.6, 1.7, 1.10</p> <p>R.F. 1.1A, 1.2C,D, 1.3A,B, 1.4A,B,C</p> <p>W. 1.2, 1.3, 1.5</p> <p>S.L. 1.1A,B, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>L. 1.1A,B,C,D,E, 1.2A,B,C,D, 1.5A,B, 1.6</p>	<p><u>Standards:</u></p> <p>R.L. 1.1, 1.2, 1.4, 1.7, 1.9, 1.10</p> <p>R.I. 1.1, 1.2, 1.3, 1.4, 1.7, 1.9, 1.10</p> <p>R.F. 1.1A, 1.2B,C,D, 1.3A,B,C,D, 1.4A,B,C</p> <p>W. 1.1, 1.2, 1.5, 1.6, 1.7, 1.8,</p> <p>S.L. 1.1A,B,C, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>L. 1.1C,D,E,F,G,H, 1.2A,B,C,D,E, 1.4A,B,C, 1.5A,B,C, 1.6</p>	<p><u>Standards:</u></p> <p>R.L. 1.1, 1.2, 1.4, 1.7, 1.9, 1.10</p> <p>R.I 1.1, 1.2, 1.3, 1.4, 1.7, 1.8, 1.9</p> <p>R.F. 1.1A, 1.2A,B,C,D, 1.3A,B,C,D,E, 1.4A,B,C</p> <p>W. 1.1, 1.3, 1.5, 1.6, 1.7, 1.8</p> <p>S.L. 1.1A,B,C, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>L. 1.1D,E,F,G,H,I,J, 1.2A,B,C,D,E, 1.4A,B,C, 1.5CD, 1.6</p>	<p><u>Standards:</u></p> <p>R.L. 1.1, 1.2, 1.4, 1.7, 1.9, 1.10</p> <p>R.I. 1.1, 1.2, 1.3, 1.4, 1.7, 1.9, 1.10</p> <p>R.F. 1.1A, 1.2B,C,D, 1.3A,B,C,D, 1.4A,B,C</p> <p>W. 1.1, 1.2, 1.5, 1.6, 1.7, 1.8,</p> <p>S.L. 1.1A,B,C, 1.2, 1.3, 1.4, 1.5, 1.6</p> <p>L. 1.1C,D,E,F,G,H, 1.2A,B,C,D,E, 1.4A,B,C, 1.5A,B,C, 1.6</p>
<p><b><u>INTERDISCIPLINARY CONNECTIONS</u></b></p> <p>Technology 8.1: 2.A.1, 2.A.3, 2.A.4, 2.D.1, 2.E.1, 8.2: 2.B.1</p> <p>Science 1-ESS1-1, 1-ESS1-2</p>	<p><b><u>INTERDISCIPLINARY CONNECTIONS</u></b></p> <p>Technology 8.1: 2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.6, 2.A.7, 2.D.1, 2.E.1 8.2: 2.B.1, 2.C.1</p> <p>Science 1-PS4-1, 1-PS4-2, 1-PS4-3,</p>	<p><b><u>INTERDISCIPLINARY CONNECTIONS</u></b></p> <p>Technology 8.1: 2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.6, 2.A.7, 2.D.1, 2.E.1 8.2: 2.B.1, 2.C.1</p>	<p><b><u>INTERDISCIPLINARY CONNECTIONS</u></b></p> <p>Technology 8.1: 2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.6, 2.A.7, 2.D.1, 2.E.1 8.2: 2.B.1, 2.C.1</p>	<p><b><u>INTERDISCIPLINARY CONNECTIONS</u></b></p> <p><i>Social Studies</i> 6.1.4.D.1 6.1.4.D.2 6.1.4.D.2</p> <p><i>Health:</i> 2.2.4.C.1 2.2.4.C.2</p>

<p>Social Studies 6.1.4.A.1, 6.1.4.B.4, 6.1.4.D.17</p>	<p>1-PS4-4</p> <p>Social Studies 6.1.4.A.1, 6.1.4.C.9, 6.1.4.A.10, 6.1.4.D.6, 6.1.4.D</p> <p>Health: 2.2.4.C.1 2.2.4.C.2 2.2.6.C.1 2.2.6.C.3</p>	<p>Science 1-LS1-1, 1-LS1-2, 1-LS3-1</p> <p>Social Studies 6.1.4.C.2, 6.1.4.C.10, 6.1.4.D.17</p> <p>Health: 2.2.4.C.1 2.2.4.C.2 2.2.6.C.1 2.2.6.C.3</p>	<p>Science 1-LS1-1, 1-LS1-2, 1-LS3-1</p> <p>Social Studies 6.1.4.D.17</p>	<p>2.2.6.C.1 2.2.6.C.3</p> <p>Technology 8.1: 2.A.1, 2.A.2, 2.A.3, 2.A.4, 2.A.5, 2.A.6, 2.A.7, 2.D.1, 2.E.1 8.2: 2.B.1, 2.C.1</p>
<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason CRP5. Consider the environmental, social and economic impacts of decisions CRP6. Demonstrate creativity and innovation</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason CRP5. Consider the environmental, social and economic impacts</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively with reason CRP5. Consider the environmental, social and economic impacts of decisions CRP6. Demonstrate creativity and</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason RP5. Consider the environmental, social and economic impacts</p>	<p><b>21ST CENTURY LIFE AND CAREERS &amp; TECHNOLOGY INTEGRATION NJSLS 8 AND 9</b></p> <p>CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP3. Attend to personal health and financial well-being CRP4. Communicate clearly and effectively with reason RP5. Consider the environmental, social and economic impacts</p>

<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them  CRP9. Model integrity, ethical leadership, and effective management</p>	<p>of decisions  CRP6. Demonstrate creativity and innovation</p>	<p>innovation  CRP7. Employ valid and reliable research strategies  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them  CRP9. Model integrity, ethical leadership, and effective management  CRP11. Use technology to enhance productivity  CRP12. Work productively in teams while using cultural global competence</p>	<p>of decisions  CRP6. Demonstrate creativity and innovation  CRP7. Employ valid and reliable research strategies  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them  CRP9. Model integrity, ethical leadership, and effective management</p>	<p>of decisions  CRP6. Demonstrate creativity and innovation  CRP7. Employ valid and reliable research strategies  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them  CRP9. Model integrity, ethical leadership, and effective management</p>
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## Unit Overview

**Content Area:**

English Language Arts

**Unit Title:**

Around the Neighborhood - Journeys Grade 1 - Unit 1; Houghton Mifflin Harcourt, 2012

**Grade Level:**

First Grade

**Unit Summary:**

In this unit, first grade students review letter sounds and high frequency words. They read decodable text while identifying the main idea, analyzing character traits, and monitoring their understanding of a story. The class as whole writes a story.

## Learning Targets

**Common Core Standards***Reading Literature*

- 1.1 Ask and answer questions about key details in a text
- 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson
- 1.3 Describe characters, settings, and major events in a story, using key details
- 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- 1.7 Use illustrations and details in a story to describe its characters, setting, or events
- 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

*Reading Informational Text*

- 1.1 Ask and answer questions about key details in a text
- 1.2 Identify the main topic and retell key details of a text
- 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text
- 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- 1.5 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
- 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text

- 1.7 Use the illustrations and details in a text to describe its key ideas
- 1.10 With prompting and support, read informational texts appropriately complex for grade 1

*Reading Foundational Skills*

- 1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
  - 1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
  - 1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
  - 1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
  - 1.3b Decode regularly spelled one-syllable words
  - 1.3f Read words with inflectional endings
- 1.3g Recognize and read grade-appropriate irregularly spelled words
- 1.4a Read grade-level text with purpose and understanding
  - 1.4b Read grade-level text orally with accuracy, appropriate rate, and expression
  - 1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary

*Writing*

- 1.3 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
  - 1.5 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
  - 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question
- Speaking and Listening
- 1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
  - 1.1c Ask questions to clear up any confusion about the topics and texts under discussion
  - 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
  - 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
  - 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
  - 1.6 Produce complete sentences when appropriate to task and situation
- Language
- 1.1a Print all upper- and lowercase letters
  - 1.1b Use common, proper, and possessive nouns

- 1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
- 1.1f Use frequently occurring adjectives
- 1.2a Capitalize dates and names of people
- 1.2b Use end punctuation for sentences
- 1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- 1.4a Use sentence-level context as a clue to the meaning of a word or phrase
- 1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)
- 1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)
- 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

**Interdisciplinary Connections:**

Technology

8.1: 2.A.1

2.A.3

2.A.4

2.D.1

2.E.1

8.2: 2.B.1

Science

1-ESS1-1

1-ESS1-2

Social Studies

6.1.4.A.1

6.1.4.B.4

6.1.4.D.17

**21st Century Themes:**

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

**Technology Standards**

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.
- 8.2.2.B.1 Identify how technology impacts or improves life.

**Science Standards**

- 1-ESS1-1 Use observations of the sun, moon, and stars to describe patterns that can be predicted.
- 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

**Social Studies Standards**

- 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.3.4.A.1 Evaluate what makes a good rule or law.
- 6.1.4.B.4 Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

**9.1 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.2 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

**9.3 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Unit Essential Questions:**

- What is important about being a friend?
- What clues tell you how a character feels?
- Why is the order of story events important?

**Unit Enduring Understandings:**

- Everyone can be a good neighbor.



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| <ul style="list-style-type: none"><li>• What information do words and pictures give?</li><li>• How does the setting make a story interesting?</li></ul> |  |
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**Unit Learning Targets:**

*Students will...*

- listen for accuracy, including automatic and successful word recognition in oral reading
- listen attentively to understand a story and ask relevant questions
- listen to appreciate poetry
- listen for enjoyment
- listen to a nonfiction article for information
- understand and respond to a story read aloud
- use syntax/context to aid in determining meaning of oral vocabulary words
- learn and use high-frequency words
- use context to classify and categorize action words
- use context clues to find the meaning of unfamiliar words
- use context to understand the meanings of multiple-meaning words
- identify and use antonyms
- learn the sound/spelling for short a and consonants d and n
- blend sounds in words with short /a/, /d/, and /n/
- read words with a, d, and n
- learn the sound/spellings for consonants p and f
- blend sounds in words with /p/ and /f/
- blend and read words with p and f
- learn the sound/spellings for short I, and consonants r, h, and /z/s
- blend sounds in words with short /i/, /r/, /h/, and /z/
- blend and read words with i, r, h, and /z/s
- blend, read, and build words with short I and consonants r, h, and /z/s
- blend sounds in words with /b/ and /g/
- learn the sound/spelling for short o, and consonants l and x
- blend sounds in words with short /o/, /l/, and /ks/
- read and write words with o, l, and x

- blend and read words with inflection –s
- blend and read words with short o
- learn the sound/spelling for short e, and consonants y and w
- blend sounds, read and write words with e, y, and w
- learn the sound/spelling for consonants k, v, and j
- blend, read, and write words with e, k, v, and j
- learn the sound/spelling for short u
- segment sounds in words with short /u/
- add a sound to words
- blend, read, and write words with short /u/
- learn the sound/spelling for consonant qu and z
- identify final sounds in words with /z/
- blend, read, and write words with qu and z
- identify and restate the main idea
- identify the topic and main idea in informational text
- retell the main idea
- make connections to a reading selection
- describe and analyze characters
- make inferences about characters' feelings, relationships, speech, and actions
- identify sequence of events
- retell story events in order
- answer questions about sequence of events
- identify text and graphic features
- use text features to locate information
- identify the cover, title, photographs, and other book features
- use text and graphic features to answer questions and make predictions
- identify characters, setting, and plot
- practice reading fluently, looking ahead at words as you read carefully
- read fluently by recognizing and accurately reading words that you read often
- read fluently by reading and rereading words that are connected in a text
- practice reading fluently, stopping at the period at the end of sentences

- read fluently by learning to pause after sentences with periods
- practice reading fluently paying attention to rise and fall of voice
- read fluently by practicing correct intonation
- read fluently by self-correcting when a mistake is made
- spell words with the short a sound
- spell words with the short i sound
- spell words with the short o sound
- spell words with the short e sound
- spell words with short u sound
- identify and use nouns that name people and animals
- identify and use nouns that name places and things
- review complete sentences
- identify and use words that show actions
- name parts of sentences and write them together
- write sentences with exact nouns
- review statements
- identify and use adjectives that describe size and shape
- identify and use adjectives that describe color and number
- write sentences with adjectives that tell more
- review pronouns
- name the characteristics of labels and write them together
- write labels with details that tell who and what
- choose a topic and use a graphic organizer to plan labels
- draft, revise, and edit labels
- write captions as a class
- write captions with details that tell about places and things
- choose a topic and use a graphic organizer to plan a caption for a drawing
- draft, revise, and proofread captions
- choose a topic and use a graphic organizer to plan sentences
- draft, revise, and proofread sentences
- name parts of and create a sentence for a class story

- use words that are just right in place of words that repeat
- use a graphic organizer to plan a class story
- draft a class story
- narrow a topic and formulate open-ended questions
- name parts of and add details to a class story
- raise hands during discussion
- generate a list of research topics
- narrow list of research topics
- take turns talking during discussion
- use the first letter of words to put words in alphabetical order

### Evidence of Learning

#### Summative Assessments

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- Reading Assessment/Running Records
- District Benchmarks
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal

#### Formative Assessments:

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences
- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop

- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

**Lesson Plans**

Lesson	Timeframe
<p><b>Lesson 1</b></p> <p>“What is a Pal?”; “Friends Forever”</p> <ul style="list-style-type: none"> <li>• Target Skill – Main Idea</li> <li>• Target Strategy – Summarize</li> <li>• Fluency – Accuracy</li> <li>• Words to Know – and, you, be, play, help, with</li> <li>• Phonics – short a, n, d, p, f</li> <li>• Spelling – Short a words</li> <li>• Vocabulary Strategy – Classify and Categorize</li> <li>• Writing – Labels; Ideas</li> <li>• Grammar –Nouns</li> </ul>	<p>One Week</p>
<p><b>Lesson 2</b></p> <p>“The Storm”; “Storms!”</p> <ul style="list-style-type: none"> <li>• Target Skill – Understanding Characters</li> <li>• Target Strategy – Infer/Predict</li> <li>• Fluency – Accuracy</li> <li>• Words to Know – for, he, what, look, have, too</li> <li>• Phonics – short i, r, h, /z/s, b, g; -it</li> <li>• Spelling – Short i words</li> <li>• Vocabulary Strategy – Context Clues</li> <li>• Writing – Captions; Ideas</li> <li>• Grammar – Noun</li> </ul>	<p>One Week</p>

<p><b>Lesson 3</b></p> <p>“Curious George at School”; “School Long Ago”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy – Monitor/Clarify</li> <li>• Fluency – Phrasing: Punctuation</li> <li>• Words to Know – do, sing, find, no, funny, they</li> <li>• Phonics – short o, l, x, inflection -s</li> <li>• Spelling – Short o words</li> <li>• Vocabulary Strategy – Multiple-Meaning Words</li> <li>• Writing – Sentences; Word Choice</li> <li>• Grammar – Action Verbs</li> </ul>	<p>One Week</p>
<p><b>Lesson 4</b></p> <p>“Lucia’s Neighborhood”; “City Mouse and Country Mouse”</p> <ul style="list-style-type: none"> <li>• Target Skill – Text and Graphic Features</li> <li>• Target Strategy – Question</li> <li>• Fluency – Intonation</li> <li>• Words to Know – all, me, does, my, here, who</li> <li>• Phonics – short e, y, w, k, v, j, -et</li> <li>• Spelling – Short e</li> <li>• Vocabulary Strategy – Alphabetical Order</li> <li>• Writing – Class Story; Word Choice</li> <li>• Grammar – Adjectives</li> </ul>	<p>One Week</p>
<p><b>Lesson 5</b></p> <p>“Gus Takes the Train”; “City Zoo”</p> <ul style="list-style-type: none"> <li>• Target Skill – Story Structure</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Fluency – Accuracy: Self-Correct</li> <li>• Words to Know – friend, hold, full, many, good, pull</li> </ul>	<p>One Week</p>

- Phonics – short u, qu, z
- Spelling – Short u words
- Vocabulary Strategy – Antonyms
- Writing – Class Story; Ideas
- Grammar –Adjectives

### Additional Resources

#### **Student Resources:**

- Student Book
- Practice Book
- Decodable Readers Dan and Nan; Nat Cat; Nan and Dan; Fan, Fan, Fan; Can It Fit?; I Ran; Sid Pig; Pam; Lil and Max; Did Dix Dog Do It?; Max Fox and Lon Ox; Is It Funny?; Pals; Ned; Ken and Vic; My Pets; Fun in the Sun; Yams! Yum!; Fun, Fun, Fun; Bud
- Leveled Readers Helping; Sharing; Friends; Friends Who Share; Granny; Grandpa and Me; A Mexican Festival; When Grandpa Was a Boy; Curious George Finds Out About School; Curious George’s Day at School; Curious George at the Library; Curious George Visits School; At the Park; Our Town; Neighbors; The Places in Our Town; Sledding; Ben the Cat; A Job for Jojo; A Cat Named Ben
- Vocabulary Readers Favorite Things; Grandpa; School; Firehouse; Trains

#### **Teacher Resources:**

- Journeys Unit 1 – Teacher’s Edition
- Vocabulary in Context Cards
- Ready Made Work Stations
- Grab and Go Kit
- Literacy Tool Kit

#### **Modifications (ELL, Intervention, Enrichment)**

*English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud

- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

*At-Risk:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments



- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

*IEP*

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

**Unit Overview**

**Content Area:**  
English Language Arts

**Unit Title:**

Sharing Time – Journeys Grade 1 - Unit 2; Houghton Mifflin Harcourt, 2012

**Grade Level:**

First Grade

**Unit Summary:**

In this unit, first grade students work to improve their word recognition and comprehension skills. They practice writing descriptions in various situations.

**Learning Targets****Common Core Standards***Reading Literature*

- 1.1 Ask and answer questions about key details in a text
- 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson
- 1.3 Describe characters, settings, and major events in a story, using key details
- 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- 1.7 Use illustrations and details in a story to describe its characters, setting, or events
- 1.9 Compare and contrast the adventures and experiences of characters in stories
- 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

*Reading Informational Text*

- 1.1 Ask and answer questions about key details in a text
- 1.2 Identify the main topic and retell key details of a text
- 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- 1.5 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
- 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
- 1.7 Use the illustrations and details in a text to describe its key ideas
- 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- 1.10 With prompting and support, read informational texts appropriately complex for grade 1

*Reading Foundational Skills*

- 1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
- 1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- 1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- 1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)
- 1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- 1.3b Decode regularly spelled one-syllable words
- 1.3g Recognize and read grade-appropriate irregularly spelled words
- 1.4b Read grade-level text orally with accuracy, appropriate rate, and expression

#### Writing

- 1.5 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
- 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

#### *Speaking and Listening*

- 1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
- 1.1c Ask questions to clear up any confusion about the topics and texts under discussion
- 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- 1.6 Produce complete sentences when appropriate to task and situation

#### *Language*

- 1.1a Print all upper- and lowercase letters
- 1.1f Use frequently occurring adjectives

- 1.1i Use frequently occurring prepositions (e.g., during, beyond, toward)
- 1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- 1.2b Use end punctuation for sentences
- 1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- 1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
- 1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)
- 1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)
- 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards see:

<http://www.corestandards.org/ELA-Literacy/>

**Primary Interdisciplinary Connections:**

*Social Studies*

6.1.4.B.1 Compare and contrast information that can be found on different types of maps, and determine when the information may be useful.

6.1.4.C.9 Compare and contrast how access to and use of resources affects people across the world differently.

6.1.4.A.10 Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity

*Health:*

2.2.4.C.1

2.2.4.C.2

2.2.6.C.1

2.2.6.C.3

*Science Standards*

- 1-PS4-1 Plan and conduct investigations to provide evidence that vibrating materials can make sound and that sound can make materials vibrate.
- 1-PS4-2 Make observations to construct an evidence-based account that objects in darkness can be seen only when illuminated.
- 1-PS4-3 Plan and conduct investigations to determine the effect of placing objects made with different materials in the path of a beam of light.
- 1-PS4-4 Use tools and materials to design and build a device that uses light or sound to solve the problem of communicating over a distance

**21st Century Themes:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**9.1 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.2 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

**9.3 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Unit Essential Questions:**

- What lessons can you learn from story characters?
- How do animals communicate?
- Why is the order of story events important?
- How do words and pictures help tell a story?
- How do the parts of a story work

**Unit Enduring Understandings:**

- • We all have something to share.

**Unit Learning Targets:**

*Students will...*

- listen to realistic fiction for enjoyment and to build comprehension

- listen attentively and have a group discussion about the story
- listen to a nonfiction article for information
- listen attentively and ask relevant questions
- use syntax/context to aid in determining the meaning of oral vocabulary words
- learn and use high-frequency words
- classify and categorize action words
- understand how to use a glossary
- use nonverbal cues
- use context to classify and categorize time words
- use a dictionary to learn word meaning
- use context to find and understand antonyms
- use context to understand and use synonyms
- review the sound/spelling for short a and learn the sound/spelling for double final consonants and ck
- identify end sounds
- blend, read, and write words with a, double final consonants, and ck
- review the sound/spelling for short I and learn the sound/spelling for clusters with r
- segment phonemes in words with short /i/ and clusters with r
- blend, read, and write words with short ‘I’ and clusters with r
- review the sound/spelling for short o and learn the sound/spelling for clusters with l
- identify the middle sound in words
- blend, read, and write words with short /o/ and clusters with l
- review the sound/spelling for short e and learn the sound/spelling for clusters with s
- segment phonemes in words with short /e/ and clusters with s
- blend, read, and write words with short /e/ and clusters with s
- review the sound/spelling for short u and learn the sounds/spellings for final clusters
- identify the middle sound in words with short u and final clusters
- blend, read, and write words with short u and final clusters
- describe characters and the reason for their actions and feelings
- make inferences based on characters’ feelings, relationships, speech, and actions
- make connections to a reading selection
- identify important facts and details that support the main idea

- identify the topic and main ideas in informational text
- identify details that support the main ideas
- retell the order of events
- infer unstated events
- answer questions about sequence of events
- use text and graphic features to locate information
- interpret various text and graphic features and their functions
- describe how text and graphic features contribute to understanding story content
- retell a story including the beginning, middle, and end
- practice reading fluently with expression
- practice reading fluently at a good rate
- read fluently by maintaining a smooth, regular rate while reading the text
- read fluently by reading in phrases with natural pauses
- read fluently with accuracy
- read fluently by stressing important words
- spell words with the short a sound
- spell words with the short i sound
- spell words with the short o sound
- spell words with the short e sound
- spell words with the short u sound
- identify complete sentences
- differentiate complete from incomplete sentences
- identify sentence parts
- review nouns for people and animals
- review nouns for places and things
- define and identify the naming part, or subject, of a sentence
- define and identify the action part, or predicate, of a sentence
- identify and make statements
- write statements correctly
- review action verbs
- use singular and plural nouns

- identify special plural nouns and how they are spelled
- review adjectives
- understand and use prepositions that tell when or where
- review adjectives for color and number
- write sentences that describe using sense words
- choose a topic and use a graphic organizer to plan sentences that describe
- draft, revise, and proofread sentences that describe
- name parts of and write together sentences that describe
- write sentences that describe by using adjectives
- draft sentences that describe
- choose a topic and use a graphic organizer to plan a poem that describes
- revise and proofread poems that describe
- identify the parts of and write together a thank-you note
- write a thank-you note using exact adjectives
- use a graphic organizer to plan a thank-you note
- draft, revise, and proofread a thank-you note
- name parts of and write a description together
- write descriptive sentences
- choose a topic and explore ideas for a description
- use a graphic organizer to plan a description
- draft a topic sentence and descriptive details
- draft, revise, and proofread a description and have a writing conference
- recognize personal and expert sources
- follow directions
- choose relevant sources
- tell about a personal experience
- identify media sources
- participate in songs and chants

**Evidence of Learning**



<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Writer’s Workshop/Conferencing</li> <li>● Pretest, Test and Daily Work</li> <li>● Final Drafts</li> <li>● Showcase Portfolio</li> <li>● Fountas &amp; Pinell Benchmark Assessment System</li> <li>● Reading Assessment/Running Records</li> <li>● District Benchmarks</li> <li>● End-of-Unit or Chapter Tests</li> <li>● Oral Presentation</li> <li>● Reflective journal</li> <li>● Unit Project- Sharing Tree</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Journal</li> <li>● Class Discussion</li> <li>● Teacher Observations</li> <li>● Do-Nows</li> <li>● Literary Projects</li> <li>● Sight Word Assessment</li> <li>● Graphic Organizers</li> <li>● Literature Discussion</li> <li>● Literature Responses</li> <li>● Questioning</li> <li>● Writer’s Notebook</li> <li>● Peer/Self Assessments</li> <li>● Cooperative Learning Groups</li> <li>● Writing Assignments</li> <li>● Teacher Conferences</li> <li>● Portfolios</li> <li>● Running Records</li> <li>● Presentations</li> <li>● Visual Representations</li> <li>● Kinesthetic Assessments</li> <li>● Learning/Response Logs</li> <li>● Presentations</li> <li>● Visual representations</li> <li>● Kinesthetic Assessments</li> <li>● Individual Whiteboards</li> <li>● Pre-Assessments</li> <li>● Writing Workshop</li> <li>● Conferencing</li> <li>● Writing Assignments</li> <li>● Working Portfolio</li> <li>● Scoring Rubrics</li> </ul>
<p><b>Lesson Plans</b></p>	
<p><b>Lesson</b></p>	<p><b>Timeframe</b></p>
<p><b>Lesson 6</b></p> <p>Jack and the Wolf”; “The Three Little Pigs”</p> <ul style="list-style-type: none"> <li>• Target Skill – Understanding Characters</li> <li>• Target Strategy – Summarize</li> </ul>	<p>One Week</p>

<ul style="list-style-type: none"> <li>• Fluency – Expression</li> <li>• Words to Know – away, call, come, every, hear, said</li> <li>• Phonics – Short a; Double Final Consonants and ck; phonogram -ack</li> <li>• Spelling – Short a words</li> <li>• Vocabulary Strategy – Classify and Categorize</li> <li>• Writing – Write to Describe (Sentences); Ideas</li> <li>• Grammar –Complete Sentences</li> </ul>	
<p><b>Lesson 7</b></p> <p>“How Animals Communicate”; “Insect Messages”</p> <ul style="list-style-type: none"> <li>• Target Skill - Details</li> <li>• Target Strategy – Infer/Predict</li> <li>• Fluency – Rate</li> <li>• Words to Know – animal, how, make, of, some, why</li> <li>• Phonics – Short i; Clusters with r; phonogram -ip</li> <li>• Spelling – Short i Words</li> <li>• Vocabulary Strategy – Using a Glossary</li> <li>• Writing – Write to Describe (Poetry); Word Choice</li> <li>• Grammar – Sentence Parts</li> </ul>	<p>One Week</p>
<p><b>Lesson 8</b></p> <p>“A Musical Day”; “Drums”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Fluency – Phrasing</li> <li>• Words to Know – her, now, our, she, today, would</li> <li>• Phonics – Short o; Clusters with l; phonogram -ock</li> </ul>	<p>One Week</p>

<ul style="list-style-type: none"> <li>• Spelling – Short o Words</li> <li>• Vocabulary Strategy – Classify and Categorize</li> <li>• Writing – Write to Describe (Thank-you notes); Word Choice</li> <li>• Grammar –Statements</li> </ul>	
<p><b>Lesson 9</b></p> <p>“Dr. Seuss”; “Two Poems from Dr. Seuss”</p> <ul style="list-style-type: none"> <li>• Target Skill – Text and Graphic Features</li> <li>• Target Strategy – Question</li> <li>• Fluency – Accuracy</li> <li>• Words to Know – after, draw, pictures, read, was, write</li> <li>• Phonics – Short e; Clusters with s</li> <li>• Spelling – Short e Words</li> <li>• Vocabulary Strategy – Antonyms</li> <li>• Writing – Write to Describe; Ideas</li> <li>• Grammar –Singular and Plural Nouns</li> </ul>	<p>One Week</p>
<p><b>Lesson 10</b></p> <p>“A Cupcake Party”; “At the Bakery”</p> <ul style="list-style-type: none"> <li>• Target Skill – Story Structure</li> <li>• Target Strategy – Visualize</li> <li>• Fluency – Stress</li> <li>• Words to Know – eat, give, one, put, small, take</li> <li>• Phonics – Short u; Final Clusters; phonogram -ump</li> <li>• Spelling – Short u Words</li> <li>• Vocabulary Strategy – Synonyms</li> <li>• Writing – Write to Describe; Organization</li> <li>• Grammar –Prepositions and Prepositional Phrases</li> </ul>	<p>One Week</p>

## Additional Resources

### Student Resources:

- Student Book
- Practice Book
- *Decodable Readers* Ann Packs; Tess and Jack; A Duck in Mud; Ducks Quack; Bra and Cris; What Did Dad Get?; Crabs; The Big Job; Our Flag; The Plan; Our Sled Club; The Pet Club; Step Up!; Splat! Splat!; Nuts for Ben and Jen; Miss Tess Was Still; Who Likes to Jump?; The Lost Cat; Flint and Scamp; The List
- *Leveled Readers* The Pigs; Turtle and Hare; Fox and Crow; Go Turtle! Go Hare!; Dogs; Animals at Night; Dog Talk; Busy Animals at Night; Dress Up; Nana's House; The Beach; Our Day at Nana's House; Drawing; Jim Henson, the Puppet Man; Margret and Hans Rey; The Man Who Made Puppets; Trip to the Rock; Toad's Birthday; Chipmunk's New Home; Happy Birthday, Toad
- Vocabulary Readers Reading; Animal Talk; Music; Reading Together; Happy Birthday!

### Teacher Resources:

- Journeys Unit 2 – Teacher's Edition
- Vocabulary in Context Cards
- Ready Made Work Stations
- Grab and Go Kit
- Literacy Tool Kit

### Modifications (ELL, Intervention, Enrichment)

#### *English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting

- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

*At-Risk:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

*504*

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

*IEP*

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

### Unit Overview

**Content Area:**  
English Language Arts

**Unit Title:**  
Nature Near and Far – Journeys Grade 2 - Unit 3; Houghton Mifflin Harcourt, 2012

**Grade Level:**  
First Grade

**Unit Summary:**  
In this unit, first grade students practice fluency skills while working with different verb tenses. They prepare to write a research report on a topic of their choice

### Learning Targets

#### Common Core Standards

*Reading Literature*

- 1.1 Ask and answer questions about key details in a text
- 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson
- 1.3 Describe characters, settings, and major events in a story, using key details
- 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- 1.5 Explain major differences between books that tell stories and books that give information,

drawing on a wide reading of a range of text types

- 1.7 Use illustrations and details in a story to describe its characters, setting, or events
- 1.9 Compare and contrast the adventures and experiences of characters in stories
- 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

*Reading Informational Text*

- 1.1 Ask and answer questions about key details in a text
- 1.2 Identify the main topic and retell key details of a text
- 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text
- 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- 1.5 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
- 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
- 1.7 Use the illustrations and details in a text to describe its key ideas
- 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- 1.10 With prompting and support, read informational texts appropriately complex for grade 1

*Reading Foundational Skills*

- 1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
- 1.2a Distinguish long from short vowel sounds in spoken single-syllable words
- 1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends
- 1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- 1.2d Segment spoken single-syllable words into their complete sequence of individual sounds
- 1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- 1.3b Decode regularly spelled one-syllable words
- 1.3c Know final -e and common vowel team conventions for representing long vowel sounds
- 1.3f Read words with inflectional endings
- 1.3g Recognize and read grade-appropriate irregularly spelled words
- 1.4b Read grade-level text orally with accuracy, appropriate rate, and expression

### *Writing*

- 1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure
- 1.5 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
- 1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions)
- 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

### *Speaking and Listening*

- 1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
- 1.1c Ask questions to clear up any confusion about the topics and texts under discussion
- 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- 1.6 Produce complete sentences when appropriate to task and situation

### *Language*

- 1.1b Use common, proper, and possessive nouns
- 1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
- 1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
- 1.1i Use frequently occurring prepositions (e.g., during, beyond, toward)
- 1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- 1.2a Capitalize dates and names of people
- 1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- 1.4b Use frequently occurring affixes as a clue to the meaning of a word



- 1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
- 1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
- 1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)
- 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

**Primary Interdisciplinary Connections:**

*Social Studies*

- 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
- 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
- 6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.

Science Standards

- 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.\*
- 1-LS1-2 Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.
- 1-LS3-1 Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like their parents.

*Health:*

- 2.2.4.C.1
- 2.2.4.C.2
- 2.2.6.C.1
- 2.2.6.C.3

Technology

- 8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.
- 8.1.2.A.2 Create a document using a word processing application.
- 8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.
- 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).
- 8.1.2.A.5 Enter information into a spreadsheet and sort the information.
- 8.1.2.A.6 Identify the structure and components of a database.

- 8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.
- 8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.
- 8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.

**21st Century Themes:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**9.1 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.2 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

**9.3 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Unit Essential Questions:**

- Why do authors write stories?
- Why is the order of story events important?
- What changes do the different seasons cause?
- What clues help you figure out why events happen?
- How are animals the same and different?

**Unit Enduring Understandings:**

- It's a big, wonderful world.

**Unit Learning Targets:**

*Students will...*

- listen to realistic fiction for enjoyment and to build comprehension
- listen attentively and ask relevant questions
- listen to compare and contrast
- use syntax/context to aid in determining meaning or oral vocabulary words

- use a dictionary to learn word meaning
- use high-frequency words
- use context to classify and categorize color words
- use context to recognize the correct homophone
- use context clues to classify and categorize number words
- use an index and dictionary
- learn the sound/spelling for digraph th
- blend and segment words with the digraph th
- learn the sound/spelling for digraphs ch, tch
- blend, segment sounds, read, and write words with digraphs ch, tch
- learn the sounds/spellings for digraphs sh, wh, ph
- blend, read, and write words with digraphs sh, wh, ph
- use word endings to understand how words change
- learn sound/spelling for long a (CvCe)
- identify and substitute medial sounds in words
- blend, read, and write words with a\_e
- blend and read words with soft c, g, and dge
- blend and read words with phonogram -ace
- learn the sound/spelling for long i (CVCe)
- blend, read, and write words with i\_e
- blend, read, and write words with digraphs kn, wr, gn, mb
- explain the author's purpose for writing a given text
- identify the roles of the author and photographer
- retell story events in sequence
- answer questions about sequence of events
- infer unstated events
- identify cause-effect relationships
- draw conclusions from text details
- support conclusions with text evidence
- use a table of contents to locate information
- identify ways in which animals are the same and different

- identify ways in which story parts are the same and different
- connect text details with personal experiences
- practice reading fluently with expression, paying attention to commas and rate
- adapt the volume and rate of spoken language
- spell words with th
- spell words with ch and tch
- spell words with sh, wh, and ph
- spell words with the long a sound
- spell words with the long i sound
- identify proper nouns that name people and animals
- recognize, blend, and read base words and –s, -es, -ed, and –ing endings
- identify and use titles for people
- review complete sentences
- identify proper nouns that name places
- learn about possessives with ‘s
- blend, read, and write possessives with ‘s
- use subjects and verbs in sentences
- identify and use action verbs with noun subjects
- blend, read, and write contractions with ‘s and n’t
- identify and use action verbs that agree with singular and plural subjects
- identify and use present and past tense verbs
- use verbs that tell about actions that happened in the past
- identify and use verbs that tell about present and past time
- learn about the use of is and are
- use was and were as main verbs
- understand how to use the suffixes –er and –est
- review prepositions that tell when and where
- write sentences that inform as a class
- write sentences that inform with details that tell how
- choose a topic and use a graphic organizer to plan sentences that inform
- draft, revise and proofread sentences that inform

- name parts of and write together instructions
- write instructions using order words
- choose a topic and use a graphic organizer to plan instructions
- draft, revise, and proofread instructions
- write together sentences that inform
- write sentences that inform with a main idea and details
- choose a topic and use a graphic organizer to plan sentences that inform
- draft, revise, and proofread sentences that inform
- name parts of a research report and write one together
- choose a topic and explore ideas for a research report
- use a graphic organizer to begin planning a report
- begin drafting a report
- draft report sentences using exact words
- have a writing conference
- revise and proofread a research report
- take notes
- gather evidence from available sources
- make an introduction

### Evidence of Learning

#### **Summative Assessments**

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- Reading Assessment/Running Records
- District Benchmarks
- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal
- Unit Project- Research Animals

#### **Formative Assessments:**

- Journal
- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
- Cooperative Learning Groups
- Writing Assignments
- Teacher Conferences

- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

**Lesson Plans**

Lesson	Timeframe
<p><b>Lesson 11</b></p> <p>“Sea Animals”; “Water”</p> <ul style="list-style-type: none"> <li>• Target Skill – Author’s Purpose</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Fluency – Phrasing</li> <li>• Words to Know – blue, cold, far, little, live, their, water, where</li> <li>• Phonics – Digraph th; Base Words and –s, - es, -ed, -ing</li> <li>• Spelling – Words with th</li> <li>• Vocabulary Strategy – Classify and Categorize</li> <li>• Writing – Writing Sentence</li> </ul>	One Week
<p><b>Lesson 12</b></p> <p>“How Leopard Got His Spots”; “The Rain Forest”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy – Question</li> </ul>	One Week

<ul style="list-style-type: none"> <li>• Fluency – Rate</li> <li>• Words to Know – been, brown, know, never, off, out, own, very</li> <li>• Phonics – Digraphs ch, tch; Possessive ‘s; phonogram -atch</li> <li>• Spelling – Words with ch, tch</li> <li>• Vocabulary Strategy – Homophones</li> <li>• Writing – Write a Letter to Inform; Sentence Fluency</li> <li>• Grammar – Proper Nouns</li> </ul>	
<p><b>Lesson 13</b></p> <p>“Seasons”; “The Four Seasons”</p> <ul style="list-style-type: none"> <li>• Target Skill – Cause and Effect</li> <li>• Target Strategy – Visualize</li> <li>• Fluency – Accuracy</li> <li>• Words to Know – down, fall, goes, green, grow, new, open, yellow</li> <li>• Phonics – Digraphs sh, wh, ph; Contractions with ‘s, n’t</li> <li>• Spelling – Words with sh, wh, ph</li> <li>• Vocabulary Strategy – Words Ending in – ed, -ing, -s</li> <li>• Writing – Write to Inform; Ideas</li> <li>• Grammar –Subjects and Verbs</li> </ul>	<p>One Week</p>
<p><b>Lesson 14</b></p> <p>“The Big Race”; “The Olympic Games”</p> <ul style="list-style-type: none"> <li>• Target Skill - Conclusions</li> <li>• Target Strategy – Infer/Predict</li> <li>• Fluency – Expression</li> <li>• Words to Know – four, five, into, over, starts, three, two, watch</li> <li>• Phonics – Long a (CVCe); Soft c, g, dge;</li> </ul>	<p>One Week</p>

<p>phonograms –ake, -ace</p> <ul style="list-style-type: none"> <li>• Spelling – Words with Long a</li> <li>• Vocabulary Strategy – Classify and Categorize</li> <li>• Writing – Write to Inform (Report); Ideas</li> <li>• Grammar –Verbs and Time</li> </ul>	
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<p><b>Lesson 15</b></p> <p>“Animal Groups”; “Animal Picnic”</p> <ul style="list-style-type: none"> <li>• Target Skill – Compare and Contrast</li> <li>• Target Strategy – Monitor/Clarify</li> <li>• Fluency – Intonation</li> <li>• Words to Know – bird, both, eyes, fly, long, or, those, walk</li> <li>• Phonics – Long i (CVCe); Digraphs kn, wr, gn, mb</li> <li>• Spelling – Words with Long i</li> <li>• Vocabulary Strategy – Suffixes –er, -est</li> <li>• Writing – Write to Inform (Report); Word Choice</li> <li>• Grammar – The Verb be</li> </ul>	<p>One Week</p>
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**Additional Resources**

<p><b>Student Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Book</li> <li>• Practice Book</li> <li>• <i>Decodable Readers</i> Seth and Beth; Zeb Yak; The Duck Nest; Animal Moms; Scratch, Chomp; Rich Gets a Dog; Champs; Kits, Chicks, and Pups; Phil’s New Bat; In a Rush; Ralph Goes to Camp; Trish’s Gift; Tate’s Cakes; Dave and the Whales; A Safe Lodge; The Race; Mike’s Bike; The Nest; The Nice Vet; Kite Time</li> <li>• <i>Leveled Readers</i> In the Sea; Coral Reefs; The Amazing Octopus; Life in the Coral Reefs;</li> </ul>	<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Unit 3 – Teacher’s Edition</li> <li>• Vocabulary in Context Cards</li> <li>• Ready Made Work Stations</li> <li>• Grab and Go Kit</li> <li>• Literacy Tool Kit</li> </ul>
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Giraffe's Neck; Bear's Tail; Peacock's Tail;  
Bear's Long Brown Tail; Winter; Fall Changes;  
Seasons Around the World; In the Fall; Izzy's  
Move; The Treasure Map; Cam the Camel; The  
Map and the Treasure; Making a Home; All About  
Bats; Bald Eagles; Many Kinds of Bats

- *Vocabulary Readers* Shark; Spots; Ducks;  
Desert Animals; Animals

### **Modifications (ELL, Intervention, Enrichment)**

#### *English Language Learners (ELLs):*

- Increase comprehensible input via:
  - visuals
  - gesturing
  - miming and roleplay
  - use of realia and manipulatives
  - simplified language / teacher talk / thinking aloud
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

#### *At-Risk:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

#### *Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)

- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction
- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments
- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

IEP

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

## Unit Overview

**Content Area:**  
English Language Arts

**Unit Title:**  
Nature Near and Far – Journeys Grade 1 - Unit 4; Houghton Mifflin Harcourt, 2012

**Grade Level:**  
First Grade

**Unit Summary:**  
In this unit, first grade students decode words with long and short vowel sounds. They work to improve their comprehension levels by identifying cause and effect relationships, author's purpose, and main ideas and details. They write friendly letters and personal narratives.

## Learning Targets

### Common Core Standards

#### *Reading Literature*

- 1.1 Ask and answer questions about key details in a text
- 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson
- 1.3 Describe characters, settings, and major events in a story, using key details
- 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- 1.7 Use illustrations and details in a story to describe its characters, setting, or events
- 1.9 Compare and contrast the adventures and experiences of characters in stories

- 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

*Reading Informational Text*

- 1.1 Ask and answer questions about key details in a text
- 1.2 Identify the main topic and retell key details of a text
- 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text
- 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- 1.5 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
- 1.7 Use the illustrations and details in a text to describe its key ideas
- 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- 1.10 With prompting and support, read informational texts appropriately complex for grade 1

*Reading Foundational Skills*

- 1.2a Distinguish long from short vowel sounds in spoken single-syllable words
- 1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words
- 1.3a Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound)
- 1.3b Decode regularly spelled one-syllable words
- 1.3c Know final -e and common vowel team conventions for representing long vowel sounds
- 1.3e Decode two-syllable words following basic patterns by breaking the words into syllables
- 1.3g Recognize and read grade-appropriate irregularly spelled words
- 1.4b Read grade-level text orally with accuracy, appropriate rate, and expression

*Writing*

- 1.3 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
- 1.5 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
- 1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers
- 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

### *Speaking and Listening*

- 1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
- 1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges
- 1.1c Ask questions to clear up any confusion about the topics and texts under discussion
- 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media
- 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings
- 1.6 Produce complete sentences when appropriate to task and situation

### *Language*

- 1.1b Use common, proper, and possessive nouns
- 1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
- 1.1i Use frequently occurring prepositions (e.g., during, beyond, toward)
- 1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- 1.2a Capitalize dates and names of people
- 1.2b Use end punctuation for sentences
- 1.2c Use commas in dates and to separate single words in a series
- 1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- 1.4a Use sentence-level context as a clue to the meaning of a word or phrase
- 1.4b Use frequently occurring affixes as a clue to the meaning of a word
- 1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
- 1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)
- 1.5c Identify real-life connections between words and their use (e.g., note places at home that are

cozy)

- 1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings
- 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards see: <http://www.corestandards.org/ELA-Literacy/>

**Primary Interdisciplinary Connections:**

*Social Studies*

- 6.1.4.D.1
- 6.1.4.D.2
- 6.1.4.D.2

*Health:*

- 2.2.4.C.1
- 2.2.4.C.2
- 2.2.6.C.1
- 2.2.6.C.3

**21st Century Themes:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**9.1 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.2 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

**9.3 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is important to know about the Moon?</li> <li>• How are ways to travel the same and different?</li> <li>• Why do authors write nonfiction?</li> <li>• What clues help out figure out how characters feel?</li> <li>• What makes a story funny?</li> </ul>	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> <li>• We discover new things every day.</li> </ul>
<p><b>Unit Learning Targets:</b>  <i>Students will...</i></p> <ul style="list-style-type: none"> <li>• listen to a nonfiction article for information</li> <li>• listen attentively and ask and answer relevant questions</li> <li>• understand and respond to a story read aloud</li> <li>• use syntax/context to aid in determining meaning of vocabulary words</li> <li>• use a dictionary to learn word meaning</li> <li>• learn and use high-frequency words</li> <li>• use morphology to understand words with the –y and –ful suffixes</li> <li>• use context to classify and categorize transportation words</li> <li>• use context to determine the definitions of multiple-meaning words</li> <li>• use context to identify and understand synonyms</li> <li>• use word parts to determine the meaning of compound words</li> <li>• learn sound/spellings for long o (CVCe)</li> <li>• substitute medial sounds in words with long /o/</li> <li>• distinguish between long and short /o/</li> <li>• blend, read, and write words with o_e</li> <li>• learn the sound/spellings for long u (CVCe)</li> <li>• substitute medial sounds in words with long /u/</li> <li>• distinguish long and short u</li> <li>• blend, read, and write words with u_e</li> <li>• learn the sound/spellings for long e</li> </ul>	

- identify long and short vowel sounds
- blend, read, and write words with e, e\_e, ee, and ea
- recognize final consonant sounds
- blend, read, and write words that end with ng, nk
- learn the sound/spelling for vowel pairs ai and ay
- substitute medial and final sounds in words with long /a/
- blend, read, and write words with ai and ay
- sort words with ai and ay
- learn the sound/spelling for oa, ow
- substitute medial sounds in words with oa, ow
- blend, read, and write words with oa, ow
- distinguish long and short o sounds
- combine and segment syllables in compound words
- blend, read, and write compound words
- sort compound words
- segment, blend, read, and write words with short /e/ - ea
- identify and restate the main idea of a selection
- identify important facts and details
- make connections to a reading selection
- identify ways in which objects are the same and different
- identify ways in which story characters and story parts are the same and different
- explain the author's purpose for writing a text
- identify the roles of the author and photographer
- determine an author's central idea or message
- draw conclusions based on text details
- explain the evidence used to draw conclusions
- record basic information in bar graphs
- identify cause-and-effect relationships in texts
- infer cause-and-effect relationships
- read fluently, using stress correctly
- read groups of words that go together and pay attention to end marks



- read fluently with expression
- read fluently raising and lowering your voice
- read fluently by reading at a smooth pace
- spell words with the long o sound
- spell words with the long e sound
- spell words with ai and ay
- spell words with vowel pairs oa, ow (long o)
- spell compound words
- write dates correctly
- ask questions and make statements
- identify and use months, days, and holidays
- blend, read, and write contractions with 'll and 'd endings
- review subjects and verbs
- understand and use future tense verbs
- understand and use verbs with will
- blend, read, and write contractions with 've, 're
- understand and use verbs with going to
- understand and use prepositions and prepositional phrases that tell when and where
- name parts of and write personal narrative sentences together
- write personal narrative sentences that tell about the main idea
- choose a topic and use a graphic organizer to plan personal narrative sentences
- draft, proofread, and revise personal narrative sentences
- write personal narrative sentences that tell where and when
- name parts of a friendly letter and write one together
- write a friendly letter that includes statements and a question
- choose a topic and use a graphic organizer to plan a friendly letter
- draft, revise, and proofread a friendly letter
- write personal narrative sentences in the correct sequence
- plan, draft, revise, and edit a personal narrative
- identify media techniques
- tell a story

- record basic information by taking notes
- give directions
- gather information
- record basic information in a diagram

### Evidence of Learning

#### Summative Assessments

- Writer's Workshop/Conferencing
- Pretest, Test and Daily Work
- Final Drafts
- Showcase Portfolio
- Fountas & Pinell Benchmark Assessment System
- Reading Assessment/Running Records
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- End-of-Unit or Chapter Tests
- Oral Presentation
- Reflective journal
- Unit Project- Discover Mystery Objects

#### Formative Assessments:

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- Class Discussion
- Teacher Observations
- Do-Nows
- Literary Projects
- Sight Word Assessment
- Graphic Organizers
- Literature Discussion
- Literature Responses
- Questioning
- Writer's Notebook
- Peer/Self Assessments
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- Portfolios
- Running Records
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Learning/Response Logs
- Presentations
- Visual representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-Assessments
- Writing Workshop
- Conferencing
- Writing Assignments
- Working Portfolio
- Scoring Rubrics

### Lesson Plans

Lesson	Timeframe
<p><b>Lesson 16</b></p> <p>“Let’s Go to the Moon!”; “Mae Jemison”</p> <ul style="list-style-type: none"> <li>• Target Skill – Main Idea and Details</li> <li>• Target Strategy – Question</li> <li>• Fluency – Stress</li> <li>• Words to Know – around, because, before, bring, carry, light, show, think</li> <li>• Phonics – Long o; Long u</li> <li>• Spelling – Words with Long o</li> <li>• Vocabulary Strategy – Suffixes –y, -ful</li> <li>• Writing – Write to Narrate (Sentences); Ideas</li> <li>• Grammar – Questions</li> </ul>	<p>One Week</p>
<p><b>Lesson 17</b></p> <p>“The Big Trip”; “Lewis and Clark’s Big Trip”</p> <ul style="list-style-type: none"> <li>• Target Skill – Compare and Contrast</li> <li>• Target Strategy – Visualize</li> <li>• Fluency – Phrasing: Attention to Punctuation</li> <li>• Words to Know – about, by, car, could, don’t, maybe, sure, there</li> <li>• Phonics – Long e (CV, CVCe); Vowel Pairs ee, ea; Final ng, nk; Phonograms –ean, -ink</li> <li>• Spelling – Words with Long e</li> <li>• Vocabulary Strategy – Classification/Categorization of Transportation Words</li> <li>• Writing – Write to Narrate (Sentences); Ideas</li> <li>• Grammar – Kinds of Sentences</li> </ul>	<p>One Week</p>
<p><b>Lesson 18</b></p> <p>“Where Does Food Come From?”; “Jack and the Beanstalk”</p>	<p>One Week</p>

<ul style="list-style-type: none"> <li>• Target Skill – Author’s Purpose</li> <li>• Target Strategy – Summarize</li> <li>• Fluency – Expression</li> <li>• Words to Know – first, food, ground, right, sometimes, these, under, your</li> <li>• Phonics – Vowel Pairs ai, ay; Contractions ‘ll, ‘d; Phonograms –ay; -ain</li> <li>• Spelling – Words with ai, ay</li> <li>• Vocabulary Strategy – Multiple-Meaning Words</li> <li>• Writing – Write to Narrate (Friendly Letter); Sentence Fluency</li> <li>• Grammar –Names of Months, Days, Holidays</li> </ul>	
<p><b>Lesson 19</b></p> <p>“Tomas Rivera”; “Life Then and Now”</p> <ul style="list-style-type: none"> <li>• Target Skill - Conclusions</li> <li>• Target Strategy – Monitor/Clarify</li> <li>• Fluency – Intonation</li> <li>• Words to Know – done, great, laugh, paper, soon, talk, were, work</li> <li>• Phonics – Vowel Pairs oa, ow; Phonograms –ow, -oat; Contractions ‘ve, ‘re</li> <li>• Spelling – Words with oa, ow</li> <li>• Vocabulary Strategy – Synonyms</li> <li>• Writing – Write to Narrate (Personal Narratives); Organization</li> <li>• Grammar –Future Tense</li> </ul>	<p>One Week</p>
<p><b>Lesson 20</b></p> <p>“Little Rabbit’s Tale”; “Silly Poems”</p> <ul style="list-style-type: none"> <li>• Target Skill – Cause and Effect</li> <li>• Target Strategy – Infer/Predict</li> <li>• Fluency – Rate</li> <li>• Words to Know – door, more, mother, old, try,</li> </ul>	<p>One Week</p>

<p>use, want, wash</p> <ul style="list-style-type: none"> <li>• Phonics – Compound Words; Short Vowel /e/ ea</li> <li>• Spelling – Compound Words</li> <li>• Vocabulary Strategy – Compound Words</li> <li>• Writing – Write to Narrate (Personal Narratives); Word Choice</li> <li>• Grammar –Prepositions and Prepositional Phrases</li> </ul>	
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**Additional Resources**

<p><b>Student Resources:</b></p> <ul style="list-style-type: none"> <li>• Student Book</li> <li>• Practice Book</li> <li>• <i>Decodable Readers</i> Go, Jones!; So Much Fun; June’s Pictures; My Mule, Duke; At the Beach; Who Will Teach Us?; Plunk, Plunk; The King’s Song; Ray Trains Dex; Sweet Treats; What Will We Do?; Let’s Eat; It Was Snow Fun; Boat Rides; Fun with Gram; Rex Knows; Bedtime for Ray; Pancake Ran; A Springtime Rain; Rosebud</li> <li>• <i>Leveled Readers</i> The Sun; Seasons; Living and Working in Space; The Seasons of the Year; Bear Swims; Flying; The Mountain; Flying in an Airplane; Apples; Food for You; A World of Food; How We Get Food; Working in the Park; Our Bakery; What I Want to Be; Our Day at the Bakery; Putting Frosting on the Cake; Polar Bear Pete; Bobcat Tells a Tale; Polly’s Pet Polar Bear</li> <li>• <i>Vocabulary Readers</i> In the Sky; Going to School; My Favorite Foods; People in the Town; The Weather • Decodable Readers Seth and Beth; Zeb Yak; The</li> </ul>	<p><b>Teacher Resources:</b></p> <ul style="list-style-type: none"> <li>• Journeys Unit 4 – Teacher’s Edition</li> <li>• Vocabulary in Context Cards</li> <li>• Ready Made Work Stations</li> <li>• Grab and Go Kit</li> <li>• Literacy Tool Kit</li> </ul>
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<p><b>Modifications (ELL, Intervention, Enrichment)</b></p> <p><i>English Language Learners (ELLs):</i></p> <ul style="list-style-type: none"> <li>• Increase comprehensible input via:</li> </ul>
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- visuals
- gesturing
- miming and roleplay
- use of realia and manipulatives
- simplified language / teacher talk / thinking aloud
- Strategies may include:
  - personal word walls / word rings
  - introducing key vocabulary before lesson
  - *total physical response* (TPR) activities
  - *cloze* activities
  - teacher modeling
  - pattern sentences (speaking and/or writing)
  - choral chanting
  - small group instruction / cooperative learning
  - allowing for additional wait time for student responses during conversations
  - scaffolding questions and instructional language
  - allowing students to show or use gestures if not yet able to produce oral language
  - modeled and shared writing activities
  - providing a student buddy

*At-Risk:*

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

*Enrichment:*

- Create an enhanced set of introductory activities (e.g. advanced organizers, concept maps, concept puzzles)
- Provide options, alternatives, and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities

504

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
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- Write shorter papers
- Answer fewer or different test questions
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- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Confer with the student's parents

*IEP*

- Listen to audio recordings instead of reading text
- Learn content from audiobooks, movies, videos and digital media instead of reading print versions
- Work with fewer items per page or line and/or materials in a larger print size
- Have a designated reader
- Hear instructions orally
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions

## Unit Overview

**Content Area:**  
English Language Arts

**Unit Title:**  
Journeys Grade 1 - Unit 5; Houghton Mifflin Harcourt, 2012

**Grade Level:**  
First Grade

**Unit Summary:**

In this unit, first grade students continue to monitor their understanding of reading selections while drawing conclusions and identify cause-and-effect relationships. They continue to add words to their sight word vocabulary. They write story summaries and a fictional story with dialogue.

## Learning Targets

### Common Core Standards

#### *Reading Literature*

- 1.1 Ask and answer questions about key details in a text
- 1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson
- 1.3 Describe characters, settings, and major events in a story, using key details
- 1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses
- 1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types
- 1.6 Identify who is telling the story at various points in a text
- 1.7 Use illustrations and details in a story to describe its characters, setting, or events
- 1.9 Compare and contrast the adventures and experiences of characters in stories
- 1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1

#### *Reading Informational Text*

- 1.1 Ask and answer questions about key details in a text



- 1.2 Identify the main topic and retell key details of a text
- 1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text
- 1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text
- 1.5 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
- 1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text
- 1.7 Use the illustrations and details in a text to describe its key ideas
- 1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)
- 1.10 With prompting and support, read informational texts appropriately complex for grade 1

*Reading Foundational Skills*

- 1.3b Decode regularly spelled one-syllable words
- 1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word
- 1.3e Decode two-syllable words following basic patterns by breaking the words into syllables
- 1.3g Recognize and read grade-appropriate irregularly spelled words
- 1.4b Read grade-level text orally with accuracy, appropriate rate, and expression

*Writing*

- 1.3 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
- 1.5 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
- 1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

*Speaking and Listening*

- 1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion)
- 1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges
- 1.1c Ask questions to clear up any confusion about the topics and texts under discussion
- 1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media

- 1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood
- 1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly
- 1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings

*Language*

- 1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
- 1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything)
- 1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
- 1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because)
- 1.1i Use frequently occurring prepositions (e.g., during, beyond, toward)
- 1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- 1.2a Capitalize dates and names of people
- 1.2c Use commas in dates and to separate single words in a series
- 1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- 1.4a Use sentence-level context as a clue to the meaning of a word or phrase
- 1.4b Use frequently occurring affixes as a clue to the meaning of a word
- 1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent
- 1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes)
- 1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy)
- 1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards see:

<http://www.corestandards.org/ELA-Literacy/>

**Primary Interdisciplinary Connections:**

*Social Studies*

- 6.1.4.D.1
- 6.1.4.D.2
- 6.1.4.D.2

*Health:*

- 2.2.4.C.1
- 2.2.4.C.2
- 2.2.6.C.1
- 2.2.6.C.3

**21st Century Themes:**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**9.1 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.2 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age

**9.3 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Unit Essential Questions:**

- What do characters do when there is a problem?
- What clues tell you why animals look as they do?
- What causes events in a story to happen?
- Why do authors put events in a certain order?
- What clues tell you what a character is like?

**Unit Enduring Understandings:**

- Living things change as they grow.

**Unit Learning Targets:**

*Students will...*

- listen for appropriate phrasing in oral reading
- listen attentively and ask and answer relevant questions
- use syntax/context to aid in determining meaning of oral vocabulary words
- use a dictionary to learn word meaning
- learn and use high-frequency words
- use dictionary entry words to find the meanings of words
- use context to classify and categorize family words
- use a thesaurus to find synonyms
- learn the sound/spelling ar
- substitute vowel sounds
- blend, read, and write words with ar
- learn the sound/spelling for or and ore
- blend, read, and write words with or and ore
- learn the sound/spellings er, ir, ur
- separate words orally into syllables
- blend two-syllable words with /ur/
- blend, read, and write words with er, ir, ur
- learn the sound/spelling for vowel digraph oo
- blend, read, and write words with oo
- separate words into syllables
- blend, read, and write words with the CVC pattern
- learn the sound/spellings for vowel digraphs oo, ou, ew
- blend, read, and write words with oo, ou, ew
- learn the sound/spellings for vowel digraphs ue, u, u\_e
- blend, read, and write words with ue, u, u\_e
- learn the sound/spellings for vowel diphthongs ou, ow
- add a phoneme to words
- blend, read, and write words with vowel diphthongs ou and ow
- learn the sound/spellings for /oi/ and /au/
- blend, read, and write words with oi, oy, au, and aw

- identify character, setting, and plot
  - describe problem and solution in a story
- make inferences and predictions about story details, especially the plot
- make connections to a reading selection
  - monitor understanding and ask questions
  - draw conclusions from text details
  - support conclusions with text evidence
  - identify cause-and-effect relationships
  - infer cause-and-effect relationships
  - identify sequence of events
  - retell story events in order
  - describe and analyze characters
  - make inferences about characters' feelings, relationships, speech, and actions
  - read fluently, paying attention to natural pauses
  - read fluently, paying attention to reading words accurately in connected text
  - read fluently, paying attention to using appropriate stress
  - read fluently with expression
  - read fluently, paying attention to punctuation
  - spell words with the r-controlled vowel ar
  - spell words with the r-controlled vowels er, ir, and ur
  - spell words with the vowel digraph oo
  - spell words with vowel digraphs oo, ou, and ew
  - spell words with vowel diphthongs ow and ou
  - identify and use subject pronouns
  - review compound words
  - review questions
  - use the pronoun I correctly
  - review kinds of sentences (telling and asking)
  - use possessive pronouns in sentences
  - use pronouns and verbs in sentences
  - review verbs with will and going to

- use contractions in sentences
- identify and use contractions with not
- identify and use contractions with pronouns
- review prepositional phrases that tell when and where
- name parts of and write together story sentences
- write story sentences that includes dialogue
- choose a topic and use a graphic organizer to plan story sentences
- draft, revise, and proofread story sentences
- write story sentences with exact verbs
- name parts of and write a story summary together
- write a story summary with events in the correct order
- choose a topic and use a graphic organizer to plan a story summary
- draft, revise, and proofread a story summary
- name parts of and write together a story
- write sentences that describe characters clearly
- choose a topic and explore ideas for a story
- use a graphic organizer to begin planning a story
- bring drafting a fictional narrative
- draft story sentences of different lengths
- draft, revise, and proofread a story
- evaluate collected information
- summarize answers to initial research questions
- participate in group discussions
- revise a research topic
- give important information
- determine relevant sources of information
- organize information in a logical order
- present main idea and details

**Evidence of Learning**

**Summative Assessments**

**Formative Assessments:**

<ul style="list-style-type: none"> <li>● Writer’s Workshop/Conferencing</li> <li>● Pretest, Test and Daily Work</li> <li>● Final Drafts</li> <li>● Showcase Portfolio</li> <li>● Fountas &amp; Pinell Benchmark Assessment System</li> <li>● Reading Assessment/Running Records</li> <li>● District Benchmarks</li> <li>● End-of-Unit or Chapter Tests</li> <li>● Oral Presentation</li> <li>● Reflective journal</li> <li>● Unit Project- Puppet Report</li> </ul>	<ul style="list-style-type: none"> <li>● Journal</li> <li>● Class Discussion</li> <li>● Teacher Observations</li> <li>● Do-Nows</li> <li>● Literary Projects</li> <li>● Sight Word Assessment</li> <li>● Graphic Organizers</li> <li>● Literature Discussion</li> <li>● Literature Responses</li> <li>● Questioning</li> <li>● Writer’s Notebook</li> <li>● Peer/Self Assessments</li> <li>● Cooperative Learning Groups</li> <li>● Writing Assignments</li> <li>● Teacher Conferences</li> <li>● Portfolios</li> <li>● Running Records</li> <li>● Presentations</li> <li>● Visual Representations</li> <li>● Kinesthetic Assessments</li> <li>● Learning/Response Logs</li> <li>● Presentations</li> <li>● Visual representations</li> <li>● Kinesthetic Assessments</li> <li>● Individual Whiteboards</li> <li>● Pre-Assessments</li> <li>● Writing Workshop</li> <li>● Conferencing</li> <li>● Writing Assignments</li> <li>● Working Portfolio</li> <li>● Scoring Rubrics</li> </ul>
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**Lesson Plans**

<b>Lesson</b>	<b>Timeframe</b>
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<p><b>Lesson 21</b></p> <p>“The Tree”; “It Comes from Trees”</p> <ul style="list-style-type: none"> <li>• Target Skill – Story Structure</li> <li>• Target Strategy – Analyze/Evaluate</li> <li>• Fluency – Phrasing: Natural Pauses</li> <li>• Words to Know – better, night, pretty, saw,</li> </ul>	<p>One Week</p>
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<p>thought, told, turned, window</p> <ul style="list-style-type: none"> <li>• Phonics – r-Controlled Vowels ar, or, ore; Phonograms –ar, -ore</li> <li>• Spelling – r-Controlled Vowel ar</li> <li>• Vocabulary Strategy – Prefix re-</li> <li>• Writing – Write to Express (Sentences); Voice</li> <li>• Grammar – Subject Pronouns</li> </ul>	
<p><b>Lesson 22</b></p> <p>“Amazing Animals”; “The Ugly Duckling”</p> <ul style="list-style-type: none"> <li>• Target Skill - Conclusions</li> <li>• Target Strategy – Visualize</li> <li>• Fluency – Accuracy: Connected Text</li> <li>• Words to Know – baby, begins, eight, follow, learning, until, years, young</li> <li>• Phonics – r-Controlled Vowels er, ir, ur</li> <li>• Spelling – r-Controlled Vowels er, ir, ur</li> <li>• Vocabulary Strategy – Using a Dictionary Entry</li> <li>• Writing – Write to Express (Sentences); Word Choice</li> <li>• Grammar – The Pronoun I</li> </ul>	<p>One Week</p>
<p><b>Lesson 23</b></p> <p>“whistle for Willie”; “Pet Poems”</p> <ul style="list-style-type: none"> <li>• Target Skill – Cause and Effect</li> <li>• Target Strategy – Monitor/Clarify</li> <li>• Fluency – Stress</li> <li>• Words to Know – again, along, began, boy, father, house, nothing, together</li> <li>• Phonics – Vowel Digraph oo; Syllable Pattern (CVC)</li> <li>• Spelling – Vowel Digraph oo</li> <li>• Vocabulary Strategy – Classify and Categorize</li> </ul>	<p>One Week</p>



<ul style="list-style-type: none"> <li>• Writing – Write to Express (Summary); Organization</li> <li>• Grammar – Possessive Pronouns</li> </ul>	
<p><b>Lesson 24</b></p> <p>“A Butterfly Grows”; “Best Friends”</p> <ul style="list-style-type: none"> <li>• Target Skill – Sequence of Events</li> <li>• Target Strategy – Question</li> <li>• Fluency – Expression</li> <li>• Words to Know – also, anything, flower, kind, places, ready, upon, warm</li> <li>• Phonics – Vowel Digraphs/Spelling Patterns oo, ou, ew, ue, u, u_e</li> <li>• Spelling – Vowel Digraphs oo, ou, ew</li> <li>• Vocabulary Strategy – Multiple-Meaning Words</li> <li>• Writing – Write to Express (Story); Ideas</li> <li>• Grammar – Pronouns and Verbs</li> </ul>	<p>One Week</p>
<p><b>Lesson 25</b></p> <p>“The New Friend”; “Neighborhoods”</p> <ul style="list-style-type: none"> <li>• Target Skill – Understanding Characters</li> <li>• Target Strategy – Summarize</li> <li>• Fluency – Phrasing: Punctuation</li> <li>• Words to Know – buy, city, family, myself, party, please, school, seven</li> <li>• Phonics – Vowel Combinations ou, ow, oi, oy, au, aw</li> <li>• Spelling – Vowel Diphthongs ou, ow</li> <li>• Vocabulary Strategy – Synonyms with Introduction to Thesaurus</li> <li>• Writing – Write to Express (Story); Fluency</li> <li>• Grammar – Contractions</li> </ul>	<p>One Week</p>

**Additional Resources**

**Student Resources:**

- Student Book
- Practice Book
- *Decodable Readers* Mark Shark; Clark's Part; At the Shore; More Fun for Jake; See the Birds; A Bath for Mert; Fox and Crow; Meet Gert; Look at This!; Two Good Cooks; Good Homes; Big Problems; Moose's Tooth; Moon News; Boot's Clues; Red Zed and Blue Stu; Down on the Farm; Scout and Count; Dawn's Voice; Shawn's Toys
- *Leveled Readers* A Seed for Sid; Forest Stew; Lena's Garden; Skunk Cooks Soup; Animal Homes; Baby Kangaroos; How Animals Move; Tiny Baby Kangaroos; Amy's Airplane; Len's Tomatoes; The Lemonade Stand; Len's Tomato Plants; Ladybugs; Fireflies; Honeybees; All About Fireflies; Molly's New Team; Ready for Second Grade; Tag-Along Time; First Day of Second Grade
- *Vocabulary Readers* Trees; Baby Birds; So Many Sounds; Butterflies; Moving

**Teacher Resources:**

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- Vocabulary in Context Cards
- Ready Made Work Stations
- Grab and Go Kit
- Literacy Tool Kit

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