

GRADE 1

Unit overview: In this unit, students continue their understanding of concepts of print and phonemic awareness and apply this knowledge to reading literary and informational texts. The teacher and students establish first grade classroom routines, familiarize themselves with the classroom library, and learn how to select a book that is appropriate to their reading level. Using mentor texts and leveled texts, the teacher works with small groups to explicitly teach good reader and writer strategies. Students continue to develop their speaking, listening and written vocabulary through direct teacher instruction and by reading. The habits and behaviors of proficient readers and good writers are integral to the teaching practice. Students learn that reading with fluency and intonation and reading with a purpose increases comprehension of a text.

Students know that the classroom rules define their responsibilities and establish ways of speaking, listening and behavioral actions that benefit learning for all. Students respond to texts in both oral and written form to begin to think independently about a book, developing opinions about them and sharing with peers. Students make connections to texts distinguishing between literacy and nonfiction as they develop understanding of the elements of each genre (text features, story structure, etc.)

Unit 1
Time Frame: 30 days

Learning Targets:

I can ask and answer questions about important details in stories.

I can find words in a story or poem that tell about feelings.

I can retell stories with understanding and describe characters, settings, and events in a story.

With support, I can tell the difference between fiction and nonfiction when viewing, reading or listening.

I can figure out who is telling a story at different parts in the story.

I can use the pictures and details in a story to tell about its characters, setting or events.

I can compare what happens to characters in stories.

I can pick out the topic and supporting details in a informational text.

I can ask and answer questions to figure out the meaning of words and phrases.

I can use text features (pictures, tables and graphs) to find information.

With support, I can read nonfiction.

I can understand how a book is organized.

I can recognize the distinguishing features of a sentence (first word, capitalization, and end punctuation).

I can understand spoken words, syllables, and sounds appropriate to my grade level.

With support, I can read with fluency, accuracy, expression, and understanding.

I can reread and use context clues to correct my reading.

With support, I can write a detailed story that has a beginning, a middle, and an end.

With support, I can revise my writing.

I can listen for information and understanding and answer questions.

I can participate in group discussions actively and appropriately.

I can speak and write appropriately to the task and audience.

With support, I can understand that specific words are chosen to express meaning.

Vocabulary for Unit

Academic Vocabulary: main idea, topic, supporting detail, context, character(s), infer, event, text features, sequence of events, author, caption, graphic features, title, alphabetical order, setting

High Frequency Vocabulary: and, play, be, with, help, you, for, look, have, too, he, what, do, sing, find, no, funny, they, all, me, does, my, here, who, friend, hold, full, many, good, pull

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: <u>CCSS.ELA-Literacy.RL.1.1</u> Ask and answer questions about key details in a text.	DRA Journeys End of Unit Test	Lesson 2 Lesson 3 Lesson 5
	<u>CCSS.ELA-Literacy.RL.1.2</u> Retell stories, including key details, and	DRA Journeys End of Unit Test	Lesson 2 Lesson 3

	demonstrate understanding of their central message or lesson		Lesson 4 Lesson 5
	<u>CCSS.ELA-Literacy.RL.1.3</u> Describe characters, settings, and major events in a story, using key details.	DRA Journeys End of Unit Test	Lesson 2 Lesson 3 Lesson 5
	Craft and Structure: <u>CCSS.ELA-Literacy.RL.1.4</u> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Journeys End of Unit Test	Lesson 2 Lesson 5
	<u>CCSS.ELA-Literacy.RL.1.5</u> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Journeys End of Unit Test	Lesson 3 Lesson 5
	<u>CCSS.ELA-Literacy.RL.1.6</u> Identify who is telling the story at various points in a text.		
	Integration of Knowledge and Ideas: <u>CCSS.ELA-Literacy.RL.1.7</u> Use illustrations and details in a story to describe its characters, setting, or events	DRA Journeys End of Unit Test	Lesson 2
	<u>CCSS.ELA-Literacy.RL.1.8</u> (RL.1.8 not applicable to literature)		

	CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.		
	Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade	DRA Journeys End of Unit Test	Lesson 1 Lesson 2 Lesson 3 Lesson 5

Reading Informational Text	
Time Frame	

	Common Core State Standard	Assessment	Resources
	Key Ideas and Details: CCSS.ELA-Literacy.RI.1.1 Ask and answer questions about key	DRA Journeys End of Unit Test	Lesson 4 Time for Kids

	details in a text.		
	CCSS.ELA-Literacy.RI.1.2 Identify the main topic and retell key details of a text	DRA Journeys End of Unit Test	Lesson 1 Lesson 4 Time for Kids
	CCSS.ELA-Literacy.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.		Lesson 1 Lesson 4 Time for Kids
	Craft and Structure: CCSS.ELA-Literacy.RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	DRA Journeys End of Unit Test	Lesson 1 Time for Kids
	CCSS.ELA-Literacy.RI.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.	DRA Journeys End of Unit Test	Lesson 4 Time for Kids
	CCSS.ELA-Literacy.RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		Lesson 1 Lesson 4 Time for Kids
	Integration of Knowledge and Ideas: CCSS.ELA-Literacy.RI.1.7 Use the illustrations and details in a text to describe its key ideas.	DRA Journeys End of Unit Test	Lesson 1 Lesson 2 Lesson 3 Lesson 4

			Lesson 5 Time for Kids
	CCSS.ELA-Literacy.RI.1.8 Identify the reasons an author gives to support points in a text		
	CCSS.ELA-Literacy.RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures		
	Range of Reading and Level of Text Complexity: CCSS.ELA-Literacy.RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	DRA Journeys End of Unit Test	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Time for Kids

Reading: Foundational Skills

Time Frame

	Common Core State Standard	Assessment	Resources
	Print Concepts: CCSS.ELA-Literacy.RF.1.1 Demonstrate understanding of the organization and basic features of print.	Journeys End of Unit Test	Lesson 1 Lesson 3 Lesson 4 Lesson 5 Wilson Foundations
	CCSS.ELA-Literacy.RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	Journeys End of Unit Test	Lesson 1 Lesson 3 Lesson 4 Lesson 5 Wilson Foundations
	Phonological Awareness: CCSS.ELA-Literacy.RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	Journeys End of Unit Test	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Wilson Foundations
	CCSS.ELA-Literacy.RF.1.2.a Distinguish long from short vowel sounds in spoken single-syllable words.		
	CCSS.ELA-Literacy.RF.1.2.b Orally produce single-syllable words by	Journeys End of Unit Test	Lesson 1 Lesson 2

	blending sounds (phonemes), including consonant blends.		Lesson 3 Lesson 4 Lesson 5 Wilson Foundations
	CCSS.ELA-Literacy.RF.1.2.c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	Journey End of Unit Test	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Wilson Foundations
	CCSS.ELA-Literacy.RF.1.2.d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	Journeys End of Unit Test	Lesson 5 Wilson Foundations
	Phonics and Word Recognition: CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Dibbles	Wilson Foundations
	CCSS.ELA-Literacy.RF.1.3.a Know the spelling-sound correspondences for common consonant digraphs.	Dibbles	Wilson Foundations
	CCSS.ELA-Literacy.RF.1.3.b Decode regularly spelled one-syllable words.	Dibbles Journeys End of Unit Test	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Wilson Foundations

	CCSS.ELA-Literacy.RF.1.3.c Know final -e and common vowel team conventions for representing long vowel sounds.	Dibbles	Wilson Foundations
	CCSS.ELA-Literacy.RF.1.3.d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Dibbles	Wilson Foundations
	CCSS.ELA-Literacy.RF.1.3.e Decode two-syllable words following basic patterns by breaking the words into syllables.	Dibbles	
	CCSS.ELA-Literacy.RF.1.3.f Read words with inflectional endings.	DRA	Lesson 3
	CCSS.ELA-Literacy.RF.1.3.g Recognize and read grade-appropriate irregularly spelled words.	Dibbles DRA 131 Dolch vocabulary list Journeys End of Unit test	Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Wilson Foundations
	Fluency: CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	DRA Journeys End of Unit Test	Lesson 1 Lesson 2 Lesson 4 Lesson 5 Wilson Foundations
	CCSS.ELA-Literacy.RF.1.4.a	DRA	Lesson 5

	Read grade-level text with purpose and understanding.	Journeys end of Unit Test	
	CCSS.ELA-Literacy.RF.1.4.b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	DRA Journeys End of Unit Test	Lesson 1 Lesson 2 Lesson 4 Lesson 5 Wilson Foundations
	CCSS.ELA-Literacy.RF.1.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary	DRA Journeys End of Unit Test	Lesson 2 Lesson 5 Wilson Foundations

Writing

Time Frame

	Common Core State Standard	Assessment	Resources
	Text Types and Purposes: CCSS.ELA-Literacy.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		"Top Ten List of..." center (Preliminary step to establish an opinion piece)
	CCSS.ELA-Literacy.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Journey's End of Unit Test	<ul style="list-style-type: none"> • Personal Narrative (preliminary step to establish an informative/explanatory text) • All About Me Poster (preliminary step to establish an informative/explanatory text)
	CCSS.ELA-Literacy.W.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.	Scored narrative writing prompt	Lesson 4 Lesson 5 Anchor Text: <u>The Lonely Scarecrow</u> by: Tim Preston (lesson for describing characters and setting)

	Production and Distribution of Writing: CCSS.ELA-Literacy.W.1.4 (W.1.4 begins in grade 3)		
	CCSS.ELA-Literacy.W.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.	Journey's End of Unit Test	Lesson 1 Lesson 2 Lesson 4
	CCSS.ELA-Literacy.W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers		
	Research to Build and Present Knowledge: CCSS.ELA-Literacy.W.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).		
	CCSS.ELA-Literacy.W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	Journey's End of Unit Test	Lesson 4 Lesson 5 Time for Kids
	CCSS.ELA-Literacy.W.1.9 (W.1.9 begins in grade 4)		

	Range of Writing: CCSS.ELA-Literacy.W.1.10 (W.1.10 begins in grade 3)		
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Speaking & Listening			
Time Frame			

	Common Core State Standard	Assessment	Resources
	Comprehension and Collaboration: CCSS.ELA-Literacy.SL.1.1 Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Time for Kids Project-All About Me Box
	CCSS.ELA-Literacy.SL.1.1.a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts)		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5

	under discussion).		Time for Kids Project-All About Me Box
	<u>CCSS.ELA-Literacy.SL.1.1.b</u> Build on others' talk in conversations by responding to the comments of others through multiple exchanges		Time for Kids Project-All About Me Box
	<u>CCSS.ELA-Literacy.SL.1.1.c</u> Ask questions to clear up any confusion about the topics and texts under discussion.		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Time for Kids Project-All About Me Box
	<u>CCSS.ELA-Literacy.SL.1.2</u> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Time for Kids Project-All About Me Box
	<u>CCSS.ELA-Literacy.SL.1.3</u> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.		Lesson 5 Project-All About Me Box

	<p>Presentation of Knowledge and Ideas:</p> <p><u>CCSS.ELA-Literacy.SL.1.4</u></p> <p>Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>		<p>Project-All About Me Box</p>
	<p><u>CCSS.ELA-Literacy.SL.1.5</u></p> <p>Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings</p>		<p>Lesson 1 Lesson 2 Project-All About Me Box</p>
	<p><u>CCSS.ELA-Literacy.SL.1.6</u></p> <p>Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 <u>here</u> for specific expectations.)</p>		<p>Lesson 5 Project-All About Me Box</p>

Language
Time Frame

	Common Core State Standard	Assessment	Resources
	Conventions of Standard English: CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking		Lesson 1 Lesson 2 Lesson 4 Lesson 5 Project-All About Me Box
	CCSS.ELA-Literacy.L.1.1.a Print all upper- and lowercase letters		Lesson 5
	CCSS.ELA-Literacy.L.1.1.b Use common, proper, and possessive nouns.		Lesson 1 Lesson 2 Project-All About Me Box
	CCSS.ELA-Literacy.L.1.1.c Use singular and plural nouns with		Project-All About Me Box

	matching verbs in basic sentences (e.g., He hops; We hope)		
	<u>CCSS.ELA-Literacy.L.1.1.d</u> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).		Lesson 5 Project-All About Me Box
	<u>CCSS.ELA-Literacy.L.1.1.e</u> 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)		Project-All About Me Box
	<u>CCSS.ELA-Literacy.L.1.1.f</u> Use frequently occurring adjectives.		Lesson 4 Lesson 5 Project-All About Me Box
	<u>CCSS.ELA-Literacy.L.1.1.g</u> Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).		Project-All About Me Box
	<u>CCSS.ELA-Literacy.L.1.1.h</u> Use determiners (e.g., articles, demonstratives).		Project-All About Me Box
	<u>CCSS.ELA-Literacy.L.1.1.i</u> Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).		Project-All About Me Box
	<u>CCSS.ELA-Literacy.L.1.1.j</u> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in		Project-All About Me Box

	response to prompts.		
	CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5
	CCSS.ELA-Literacy.L.1.2.a Capitalize dates and names of people		Lesson 1
	CCSS.ELA-Literacy.L.1.2.b Use end punctuation for sentences.		Lesson 3 Lesson 4 Lesson 5
	CCSS.ELA-Literacy.L.1.2.c Use commas in dates and to separate single words in a series		
	CCSS.ELA-Literacy.L.1.2.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5
	CCSS.ELA-Literacy.L.1.2.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.		
	Knowledge of Language: CCSS.ELA-Literacy.L.1.3 (L.1.3 begins in grade 2)		

	Vocabulary Acquisition and Use: <u>CCSS.ELA-Literacy.L.1.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> , choosing flexibly from an array of strategies.		Lesson 2 Lesson 3
	<u>CCSS.ELA-Literacy.L.1.4.a</u> Use sentence-level context as a clue to the meaning of a word or phrase		Lesson 2 Lesson 3
	<u>CCSS.ELA-Literacy.L.1.4.b</u> Use frequently occurring affixes as a clue to the meaning of a word		
	<u>CCSS.ELA-Literacy.L.1.4.c</u> Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>)		
	<u>CCSS.ELA-Literacy.L.1.5</u> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5
	<u>CCSS.ELA-Literacy.L.1.5.a</u> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.		
	<u>CCSS.ELA-Literacy.L.1.5.b</u>		Lesson 1

	Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).		
	CCSS.ELA-Literacy.L.1.5.c Identify real-life connections between words and their use (e.g., note places at home that are cozy).		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5
	CCSS.ELA-Literacy.L.1.5.d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.		
	CCSS.ELA-Literacy.L.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., <i>because</i>).		Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Project-All About Me Box